

**DEVELOPMENT OF SNAKE AND LADDER GAME AS A LEARNING
MEDIA IN SPECIAL JOURNAL MATERIAL TO IMPROVE
STUDENT MOTIVATION OF CLASS X ACCOUNTING
SMK MUHAMMADIYAH 1 TEMPEL
ACADEMIC YEAR 2016/2017**

UNDERGRADUATE THESIS

This Undergraduate Thesis is submitted in partial fulfilment of the requirements
to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University

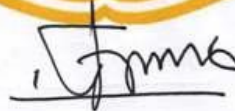
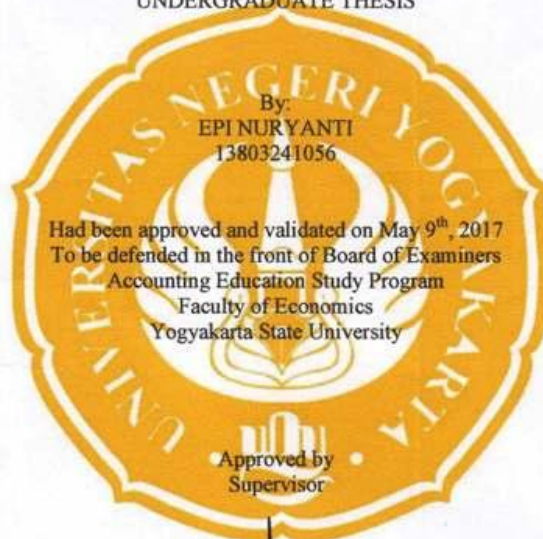


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**ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2017**

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UNDERGRADUATE THESIS



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VALIDATION




The undergraduate thesis entitled:

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SMK MUHAMMADIYAH 1 TEMPEL
ACADEMIC YEAR 2016/2017

Hereby I declare that this undergraduate thesis is my own original work.
According to my knowledge, there is no work or opinion written or published by
others, except as reference or citation by following the prevalent procedure of
scientific writing.

Yogyakarta, May 26th, 2017

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MOTTO

“Man Jadda Wa Jada”

(Arabic Proverb)

"A knowledgeable man and practice it is better than a thousand worshipers."

(HR. Ad-Daylami)

"Nothing is impossible if we want to try. Failure is simply a delayed success. Be patient and never give up is the key to success."

(Author)

DEDICATION

Praise God for the abundance of His mercy and grace.

I dedicate this modest work to:

My Mom and Dad

Who always be hero in my life,

Tireless support and pray for every step.

My brothers, Rifki and Andika

Spur spirits to immediately resolve this undergraduate thesis.

The entire family,

Who has always supported me and wished me from afar.

My Almamater,

Accounting Education, Faculty of Economics, Yogyakarta State University

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ABSTRACT

The objectives of this research are: to develop Accounting Snake and Ladder in Special Journal Material as a learning media to improve students' motivation of class X Accounting SMK Muhammadiyah 1 Tempel; to know the feasibility of Accounting Snake And Ladder based on the assessment of material expert and media expert; to know the assessment of student on Accounting Snake and Ladder; and to know the improvement of student learning motivation of Class X Accounting SMK Muhammadiyah 1 Tempel after use the developed media.

This research was developmental research or Research and Development (R&D) with ADDIE developmental model. In the level of Development, the feasibility of Accounting Snake and Ladder assessed by 2 material experts (lecture and teacher), 1 media expert, 8 students of small group tryout, and 17 students of field tryout. The measurement of motivation has done to 17 students of class X Accounting SMK Muhammadiyah 1 Tempel. Questionnaire was used to collect the data. The collected data were analyzed by using descriptive qualitative method.

The result shows: the five stages of making Accounting Snake and Ladder are 1) Analysis), 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The feasibility level of Snake and Ladder as a learning media based on assessment of: 1) Material experts, it gains average score 4.45 which categorized Strongly Feasible, 2) Media expert, it gains average score 4.46 which categorized Strongly Feasible. The feasibility of Accounting Snake and Ladder based on the assessment from students of small group tryout, it gains average score 4.75 which categorized Strongly Feasible and the assessment from students of field tryout, it gains average score 4.33 which categorized Strongly Feasible. Thus, Accounting Snake and Ladder is very feasible as a learning media. Based on the assessing result using gain score, it shows that Accounting Snake and Ladder can improve students' learning motivation of class X Accounting SMK Muhammadiyah 1 Tempel as 0.20. This improvement is categorized as low level since the score is < 0.3 . It means that although there is an improvement of the learning motivation, it is not significant.

Keywords: Accounting Learning Media, Accounting Snake and Ladder, Learning Motivation, SMK, Special Journal, ADDIE.

**PENGEMBANGAN PERMAINAN ULAR TANGGA SEBAGAI
MEDIA PEMBELAJARAN PADA MATERI JURNAL KHUSUS UNTUK
MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS X AKUNTANSI
SMK MUHAMMADIYAH 1 TEMPEL
TAHUN AJARAN 2016/2017**

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ABSTRAK

Penelitian ini bertujuan untuk: mengembangkan Ular Tangga Akuntansi pada materi Jurnal Khusus sebagai media pembelajaran untuk meningkatkan motivasi belajar siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel; mengetahui kelayakan media pembelajaran Ular Tangga Akuntansi berdasarkan penilaian dari ahli materi dan ahli media; mengetahui penilaian siswa terhadap media pembelajaran Ular Tangga Akuntansi; dan mengetahui peningkatan motivasi belajar siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel setelah menggunakan media pembelajaran Ular Tangga Akuntansi.

Penelitian ini merupakan penelitian pengembangan atau Research and Development (R&D) dengan model pengembangan ADDIE. Pada tahap pengembangan, Ular Tangga Akuntansi dinilai kelayakannya oleh 2 ahli materi (dosen dan guru), 1 ahli media, 8 siswa uji coba kelompok kecil, dan 17 siswa uji coba lapangan. Pengukuran motivasi dilakukan terhadap 17 siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel. Teknik pengumpulan data dalam penelitian ini adalah menggunakan angket. Data yang diperoleh dari angket dianalisis secara deskriptif kualitatif.

Hasil penelitian menunjukkan lima tahap pembuatan Ular Tangga Akuntansi: 1) Analisis (Analysis), 2) Desain (Design), 3) Pengembangan (Development), 4) Implementasi (Implementation), dan Evaluasi (Evaluation). Tingkat kelayakan Ular Tangga Akuntansi sebagai media pembelajaran berdasarkan penilaian: 1) Ahli Materi diperoleh rerata skor 4,45 yang termasuk dalam kategori Sangat Layak, 2) Ahli Media diperoleh rerata skor 4,46 dalam kategori Sangat Layak. Penilaian kelayakan media oleh siswa uji coba kelompok kecil diperoleh rerata skor 4,75 dalam kategori Sangat Layak dan siswa uji coba lapangan diperoleh rerata skor 4,33 dalam kategori Sangat Layak. Dengan demikian, Ular Tangga Akuntansi ini sangat layak digunakan sebagai media pembelajaran. Berdasarkan hasil perhitungan dengan gain score menunjukkan bahwa Media Pembelajaran Ular Tangga Akuntansi dapat meningkatkan motivasi belajar siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel sebesar 0,20. Peningkatan tersebut termasuk dalam kategori rendah karena nilai gain < 0,3. Artinya, meskipun ada peningkatan Motivasi Belajar, signifikansi dari peningkatannya tidak terlalu banyak.

Kata Kunci: Media Pembelajaran Akuntansi, Ular Tangga Akuntansi, Motivasi Belajar, SMK, Jurnal Khusus, ADDIE.

FOREWORD

Praise is always prayed to Allah SWT, thanks to His abundance of grace and guidance, the undergraduate thesis entitled "Development of Snake and Ladder Game as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017" can be finished. On the occasion with great humility, I would like to thank all people below who have given me helps and guidance so that this report can be smoothly finished.

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9. Students of class X AK 1 SMK Muhammadiyah 1 Yogyakarta on cooperation and participation as a subject of research instruments test.
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The author recognizes that this thesis still has some limitations. Therefore, suggestions and constructive criticism very expected to improve this thesis at a later. Hopefully this thesis will be useful for many parties.

Yogyakarta, May 26th 2017

Author



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CHAPTER I INTRODUCTION

A. Problem Background

Education is an effort of human to construct personality appropriate with values and cultures in the society. Education has an important purpose to build, create, and upgrade the quality of human resources until capable of supporting the progress of national development. Indonesia has formulated a noble objective of education which is included in an introduction of *Undang-Undang Dasar 1945* in paragraph IV said that “....mencerdaskan kehidupan bangsa”. The intelligent and progressive nation life are needed an education as a facility to reach the noble objective. Indonesia education consists of three levels, those are an elementary school as a basic education, junior high school, senior high school or vocational high school as a medium level education and college or university as a high-level education .

Standard of graduate competence, content, process, education and personnel of education, facility and infrastructure, management, education funding, and education assessment are eight national education standards that must be followed by all side for reaching a high education quality in Indonesia. All of that components must do well and correct until the objective to improve education quality as an effort in the improvement of human resources quality can be reached perfectly. According to *Undang-Undang Republik Indonesia No. 20 Tahun 2003* about National Education System:

"Education is the planned conscious effort to create the learning atmosphere and learning process so that the student actively develop his

potential to get the religious spiritual power, self-control, personality, intelligence, noble character, and the skill needed by him, society, nation and country."

Education is an interdependent process between two principal elements namely teacher and student. The task of a teacher is organizing learning atmosphere in the class become fun and interesting for the student, it creates education process which guides the student to realize the objective that already decided. Thus, the learning will be effective in fun condition, one method to make learning more fun is developing learning media.

Learning media is one of all factors that determine to learn successfully in the class. According to Gagne & Briggs in Arsyad (2011: 4), learning media included the tool that physically used to give the content of learning material included the book, tape recorder, cassette, video camera, video recorder, film, slide, photograph, picture, graph, television, and computer. The variation of learning media are the supporting tools in the studying-teaching process.

According to Sudjana and Rivai (2013: 2), learning media can enhance students' learning process and learning achievement. The appropriate and fun learning media utilization will increase motivation, interest, and comprehension of the student, increase the variation of teaching method, and actually can increase activity and students' learning achievement.

SMK Muhammadiyah 1 Tempel is a vocational high school in Sleman, Daerah Istimewa Yogyakarta which apply *Kurikulum Tingkat Satuan Pendidikan* (KTSP). It is addressed at Street Gendol KM 0.5 Sanggrahan, Tempel, Sleman. There are three skill programs included Accounting, Office

Affairs Administration, and Fashion Arrangement Technique (Boutique). There is three grades on Accounting Skill Program, i.e. X AK, XI AK and XII AK. Every grade in Accounting Skill Programs only has one class.

Based on the observation in SMK Muhammadiyah 1 Tempel, in Accounting Skill Program, the availability of learning media in the class was sufficiency enough. The learning media included books and LCD (Liquid Crystal Display), but the using of that learning media was not optimum. The teacher only used one of that media (e.g. LCD for presentation using slide power point or book only) while learning process.

Based on further observations during the learning process in class X Accounting on 30 July 2016, on the subject of Vocational Competency, especially the Competency Standard of Processing Journal Entry, problems have occurred. The teacher had combined group discussion with using the media included book, module and power point slide. However, that method and media have not been able to increase the students' motivation yet, it is felt when teacher teaching in the classroom, still met students were sleepy when the teacher explained the material and the participation of students in the class were still low. This problem was shown evidently from 18 students in class X Accounting, only 11% (2 students) who actively asked or expressed the opinions, as 33% (6 students) talked with their friends, 22% (4 students) played mobile phone, 11% (2 students) were sleepy, and 22% (4 students) were silent or passive.

In addition, based on the observation during PPL (*Praktik Pengalaman Lapangan*) from July until September 2016 in class X Accounting SMK Muhammadiyah 1 Tempel showed that the students' motivation in doing the task were still low. This was evident when students were given a structured task only 22% students who completed and submitted the assignments on time, especially when students were given the task of unstructured, 89% students did not perform the task. The student protest and complain when asked to do exercises. Students were lack the confidence to do the exercises by themselves and the initiative of students to do exercises were still lacking. The activities of students that have been mentioned are reflected that Students' Motivation in the classroom was still low.

The school also did not provide or develop learning media totally in accordance with the conditions of the students but to rely more on each teacher's creativity in packaging materials by using media in the classroom. However, the teachers who teach in Accounting Skill Program was still not optimum in implementing the innovative learning media, so that the learning process was monotonous. In Processing Journal Entry Competency Standard, teacher only provided a question and answer sheet to work as an exercise. Question sheet were the transactions and cases in the form of narrative and then students were asked to keep a journal of the question sheet on the answer sheet. This learning makes students feel burdened and saturated.

Processing journal entry is one competency standard of Vocational Competency subject for the student in class X Accounting of Vocational High

School. The material of that competency standard is general ledger and special journal. Based on the syllabus that are used in SMK Muhammadiyah 1 Tempel, the general ledger is the material that more easy to understand than the special journal. The material of general ledger is still simple. The student learns to identify the transaction data and record/enter the data on one journal only, the general ledger. Whereas, the special journal material is more complex because the student must learn to identify the homogeneous transactions and enter the data to four journals e.g. purchase, sales, cash receipt, and cash payment journal, There are the additional journals, it is the general ledger for keeping the transactions that can not record in the four special journals e.g. the transactions of sales return and purchases return. While the motivation of students is still low, if the teacher only uses a book or slide power point when sending the material about the special journal, it will make the student feel bored. The teacher needs learning media that can improve student motivation in learning Special Journal. The learning media that can be an alternative is a learning media which have to learn with playing concept to make the student does not bored during learning. Using that media, students hoped to have a high spirit to study, so that will growing an enjoyable atmosphere in the class.

The game is an activity that has done by someone who wants to reach a happiness, or gladness and satisfaction. Students in class X Accounting are between 15-16 years old, generally, have an eagerness to play and enjoy, they will averse to think and analyze problem during learning accounting. Snake

and ladder game can be an exact learning media for Vocational Competency Subject especially in the Competency Standard of Processing Journal Entry.

Snake and ladder game is a game that is familiar and often played by students. Students will be happy when they play and the material will be accepted. Games can give direct feedback, games enable to apply the concept or play the role of the real situation in society, games are attractive, and games can be made and multiplied easily (Sadiman et. al., 2012:78). Using snake and ladder as a learning media, the student will have more activities and learning will be fun.

Snake and ladder game as a learning media is developed because it has superiority than another learning media. Snake and ladder game is a fun and entertains game. Snake and ladder game has some advantages for student i.e. knowing win and loose, learn to cooperative and shifting, develop imagination and remember the rule of games, stimulate the student to learn pra-mathematic (e.g. when calculate step in snake and ladder game and calculate points in a dice), and student learn to solve the problem.

Based on the explanation, the title of this research is "Development of Snake and Ladder Game as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017".

B. Problem Identification

Based on the problem background, problem identifications are:

1. Students were bored when using monotonous learning media.
2. Lack of teacher innovation in developing learning media.
3. Students motivation were low.
4. It does not develop learning media which have to learn with playing concept for accounting yet, especially in processing journal entry in SMK Muhammadiyah 1 Tempel.

C. Problem Limitation

This research will be a focus on developing Snake and Ladder as a learning media in Vocational Competence Subject, Processing Entry Journal Competence Standard, in Special Journal with Periodic Method Material to improve Student Motivation at Class X Accounting SMK Muhammadiyah 1 Tempel academic year 2016/2017.

D. Problem Formulation

The problem formulation in this research can be stated as follows:

1. How is the development of Snake and Ladder Game as a Learning Media in Special Journal-Material to improve Student Motivation Class X Accounting SMK Muhammadiyah 1 Tempel?
2. How is the feasibility of Snake and Ladder Game as a Learning Media in Special Journal-Material?
3. How is the improvement of Student Motivation after using Snake and Ladder Game as a Learning Media in Special Journal-Material?

E. Research Objectives

The research objectives can be formulated as follows:

1. Developing Snake and Ladder game as a Learning Media in Special Journal-Material to improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel.
2. Knowing the feasibility of Snake and Ladder game as Learning Media in Special Journal-Material for Student of Class X Accounting SMK Muhammadiyah 1 Tempel.
3. Knowing the improvement of Student Motivation after using Snake and Ladder game as a Learning Media in Special Journal-Material.

F. Specifications of Developed Product

The expectation of product specifications in this research are:

1. Snake and ladder is a learning media that appropriate with Special Journal-Material.
2. Snake and ladder is a learning media that contain 4 pawns with diameter size as 1 cm (red, yellow, green and blue) for a player, 1 dice with six sides, playing board with 100 compartment, 16 Material Card, 30 Motivation Card, 50 Question Card, 65 Point Card, 1 Game Rules, 1 set student answer paper, and 1 set handout of material and question.
3. Snake and ladder game as a learning media in Special Journal-Material will be made interesting and colored.
4. Snake and ladder is a learning media in Special Journal-Material that can be played in the class or outside the class.

G. Research Advantages

The results of this research are expected to provide advantages:

1. Theoretical Advantages

Theoretically, this research can give advantage as a contribution theory about the development of snake and ladder game as a learning media in special journal material for the student in class X Accounting of Vocational High School.

2. Practical Advantages

a. For Researcher

This research can be a media for the researcher in applying knowledge that got during learning. Additionally, to increase knowledge and insight as provisions to be a teacher.

b. For Teacher

The teacher can more creative in using accounting learning media particularly in special journal material exactly, with the result can improve student motivation.

c. For Student

1) Learning media which appropriate for learning objectives can give different learning experience until increase student comprehension.

2) By using learning with playing concept, it expected student have high motivation.

3) The student will be more active to do an exercise about a special journal.

H. Development Assumption and Limitation

1. Development Assumption

The development assumptions of Snake and Ladder game as a learning media are:

- a. This learning media is an alternative to learning media that can be used by the student in the class or outside the class.
- b. A product trying out technique will do when this basic competency is transferred to the school, the objective is to get the precise result about the development of this media.
- c. Media expert has a good comprehension about learning media criteria, especially Accounting Snake and Ladder game as a learning media in Special Journal-Material.
- d. Material expert has a good comprehension of material that contained the Accounting Snake and Ladder game in Special Journal-Material.
- e. The utilization of Accounting Snake and Ladder game as a fun learning media expected will help the student to understand the learning material about Special Journal.
- f. The utilization of Snake and Ladder game as a learning media can improve student motivation in learning Special Journal.

2. Development Limitation

- a. Accounting Snake and Ladder game in Special Journal-Material is a learning media for the student in class X Accounting SMK Muhammadiyah 1 Tempel.
- b. Field try out limited to know the feasibility of developed learning media and improving student motivation.
- c. The material that contained in learning media just related to processing special journal entry with the periodic method in Trading Company.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Learning Motivation

a. Definition of Learning Motivation

According to Santrock (2011), motivation is a process that gives spirit, direction, and persistence behavior. It means, motivated behavior is a behavior that is full of energy, directed and long lasting.

Sardiman A. M. (2012: 75) stated that in learning activities, motivation is defined as the overall driving force within the students that leads to learning activities, which ensures the continuity of the learning activities and gives direction to the learning activities, so that the desired goal by the subject of learning can be achieved.

According to Uno (2014: 23), the essence of learning motivation is internal and external encouragement to students who learning to make behavioral changes, in general with some supporting indicators.

Based on some of the above definitions, learning motivation is an internal and external encouragement that give spirit, direction, and persistence in student learning activity so that the objective of learning subject can be achieved.

b. Learning Motivation Function

Motivation has a function for someone, especially in terms of making changes to a better direction. Learning motivation can serve as

an encouragement of effort and achievement. Here are some expert statements about the function of learning motivation.

According to Sardiman A.M. (2012: 85), there are three functions of motivation as follows:

- 1) Encouraging people to do, motivation in this case is the driving force of every activity to be done.
- 2) Determine the direction of action, i.e. toward the goal to be achieved. Motivation provides direction and activities to be done in accordance with the formulation of its purpose.
- 3) Selecting the action, which determines what actions should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to that goal.

c. Factors Affecting Learning Motivation

Factors affecting learning motivation has two types are:

1) Intrinsic Motivation

Siregar and Nara (2011:50) explained that intrinsic motivation is the motivation that comes from within the individual without any external stimulation. Intrinsic motivation in the reality is stronger than extrinsic motivation.

Sardiman A.M (2012:90) stated that students who have intrinsic motivation will have the goal to be an educated people, knowledgeable person, and skilled in a particular field. Thus

motivation arises from self awareness with an essential purpose, not merely symbolic and ceremonial.

Santrock (2011:514) defined intrinsic motivation as an internal motivation to do something for the sake of something itself (the goal itself). For example, students studying for exams because he delighted in subjects tested

2) Extrinsic Motivation

According to Santrock (2011: 514), extrinsic motivation is doing something to get something else (way to achieve goals). Extrinsic motivation is often influenced by external incentives such as rewards and punishments.

According to Siregar and Nara (2011:50), extrinsic motivation is the motivation that comes from outside. Extrinsic motivation occurs because of stimulation from outside, such as giving a praise, giving school grades or gift and other external factors that have motivational thrust such as learning media that applied by teachers.

Sardiman, A.M. (2012:91) explained that extrinsic motivation can be said as a form of motivation that consist in learning activity that get started and continued based on external propulsion which absolutely not related to the learning activity. However, this motivation is still important in teaching and learning activity because the student's situation is dynamic, fluid, and also

possibly other components in the teaching-learning process that are less attracted to the students, so extrinsic motivation is required.

d. Indicators of Learning Motivation

According to Sardiman, A. M. (2012:83), in the learning activity, the motivation that contains in everyone have characteristics as follows:

- 1) Diligent in confronting the task
- 2) Resilient in confronting the difficulties (not easy to give up)
- 3) Point out the interest in the various adult issues
- 4) Preferably working independently
- 5) Boring to routine tasks quickly
- 6) Can defend his opinion
- 7) Not easy to let go of what his believed
- 8) Glad to find and solve the problem.

According to Uno (2014: 23) the indicators of learning motivation can be classified as follows:

- 1) There is passion and desire to succeed
- 2) An encouragement and a need to learn
- 3) Hopes and aspirations in the future
- 4) An interesting learning activity
- 5) An appreciation in learning
- 6) A conducive learning environment that allowing student to learn well

Based on the opinion of the experts above, it can be concluded that if a person has the characteristics as above, it means that the person always has a high motivation. This research determines the learning motivation indicators based on the opinion from Uno.

2. Special Journal Learning

a. Definition of Learn and Learning

1) Learn

According to Suprihatiningrum (2013: 13), learn is an conscious process that has done by individual to obtain certain behavior changes, either directly observable or indirectly observable as experience (practice) in his interactions with the environment. Siregar and Nara (2011: 5) define that learn is a mental activity (physics) that takes place in the interaction with the environment which produces the changes that are relatively constant.

According to Sardiman, A.M. (2012: 20), learn is the change of behavior or appearance, with a series of reading activity, observing, listening, imitating, etc. In addition, Suyono and Hariyanto (2014: 12) say that learn is a behavior change due to experience, a relatively settled, toward a goodness, positive-qualitative change. Learn is also successful if someone is able to repeat the material that has been learned.

According to Siregar and Nara (2011:5), learn has the following characteristics:

- a) An existence of new skill or changes.
- b) The changes are not temporary but permanent or can be stored.
- c) The changes occur due to the interaction with the environment.
- d) The changes are not caused by physical growth or maturity, not due to fatigue, illness or the influence of drugs.

According to Suyono and Hariyanto (2014: 15), in essence, the learn aims to gain a magical power of learning, lesson learned. The learning objectives according to Sardiman, A.M. (2012:26-29) that are: to gain the knowledge, to plant the skill and concept, and to form the attitudes.

Purwanto (Thobroni and Mustofa: 2013: 32-34) mentioned the factors that affecting learn are containing two groups, as follows:

a) Individual Factors

- (1)Maturity or growth factor
- (2)Intelligence factor
- (3)Exercise and test factor
- (4)Motivational factor
- (5)Personal factor

b) Social Factors

- (1)Family or household circumstances

- (2) Varied family atmosphere and circumstances
- (3) Teacher and teaching method
- (4) Tools that use in learning
- (5) Environment and opportunities that available
- (6) Social motivation

2) Learning

According to Siregar and Nara (2011: 13) the characteristics of learning are:

- a) It is a conscious and deliberate effort
- b) Learning should make students learn
- c) Objectives must be set before the process is implemented
- d) Implementation is controlled, both in terms of content, time, process and results.

Based on these characteristics, Siregar and Nara (2011:13) concluded that learning is a deliberate, targeted and planned effort, with a predetermined purpose before the process is executed and its implementation is controlled, with the intention that there is learning in a person.

Suprihatiningrum (2013:75) defined that learning as a series of activities that involving information and well-planned environment to make student easy to study. In addition, learning is an effort by educators to help the student in receiving the

knowledge and help facilitate the achievement of learning objectives.

Based on experts' opinion can be concluded that learning is an activity that involves information and environment as an effort by educators intentionally, directed and planned, with the aim to help students to receive knowledge and to help facilitate the achievement of learning objectives.

b. Special Journal Definitions

According to Sucipto et. al. (2009: 37-39), special journal is a journal that used to record the similar transactions. The special journal that used by Trading Company are four, those are purchase journal, sales journal, cash receipt journal, and cash payment journal.

1) Purchase Journal

The special journal used to record purchasing goods made on credit.

2) Sales Journal

The special journal used to record the sale of goods made on credit.

3) Cash Receipt Journal

The special journal used to record cash receipts transactions.

4) Cash Payment Journal

The special journal that used to record cash payment transactions.

c. Range Space of Special Journal Learning in Vocational High School

Special journal material is one of range space of processing journal entry competency standard in Accounting vocational competence subject in Vocational High School. This subject is taught in Class X Accounting. Special journal material for class X Accounting has fewer theories and many practice of keeping a journal as an exercise.

3. Learning Media

a. Definitions of Learning Media

The word of media is from the Latin as '*medius*' which literally mean a 'middle', 'mediator' or 'conductor'. In Arabic, the media is the intermediary or messenger of the sender to the recipient of the message. According to Gerlach and Ely (1971) media when understood in broad outline is human, material, or event that builds the conditions that enables student to acquire knowledge, skills, or attitudes (Arsyad, 2011: 3).

Hamalik (2011:202) mentioned that in a narrow sense, learning media only contain the media that can be used effectively in planned learning process. While in board sense, the media not only includes the complex electronic communication media, but also includes the simple tools such as slides, photography, or charts made by the teacher.

Based on some definitions above, learning media is a variety of tools used in the process of learning activities that makes student acquire knowledge, skills, and attitudes.

b. Functions and Advantages of Learning Media

According to Arsyad (2011: 15), one of the main functions of learning media is as a teaching tools that influences learning climate, condition, and environment that arranged and created by the teacher.

Suprihatiningrum (2013:320-321) mentioned that the learning media have six main functions as follow:

- 1) Attentional function, attract students' attention by showing something interesting from the media.
- 2) Motivational function, fostering student awareness to be more active in learning.
- 3) Affection function, cultivate emotional awareness and attitudes of student to the subject matter and others.
- 4) Compensatory function, accommodating weak students in receiving and understanding the lessons presented in a text or verbal.
- 5) Psychomotor function, accommodating students to perform a motoric activity.
- 6) The evaluation function, able to evaluate the ability of students in responding to the learning.

Learning media also have advantages as follows:

- 1) Clarify the learning process.
- 2) Increase student interest and interactivity.
- 3) Increase efficiency in time and energy.
- 4) Increase the quality of students' learning outcomes.
- 5) Allowing the learning process can be done in any place and any time.
- 6) Growing the positive attitudes of students to the material and learning process.
- 7) Change the role of teachers in a more positive and productive direction.
- 8) Concretes the abstract material.
- 9) Help overcome the limitations of the human senses.
- 10) Present object lessons in the form of objects or rare events to the classroom.
- 11) Increase student retention on learning material.

Sanjaya (2013:169-171) stated that in particular the learning media have function and advantages as follows:

- 1) Capturing a particular object or event
- 2) Manipulate certain circumstances, events, or objects
- 3) Increase the students' passion and learning motivation

c. Classifications of Learning Media

According to Suprihatiningrum (2013: 323), learning media divided three kinds as follows:

- 1) Audio media is a media rely on voice capability.
- 2) Visual media is a media that displays silent picture.
- 3) Audiovisual is a media that displays sound and picture.

Learning media also can be classified into several categories are:

- 1) Audio: audio tapes, radio broadcasts, CDs, phones, and MP3s.
- 2) Print: textbooks, modules, brochures, leaflets, pictures, photos.
- 3) Audio-print: audio tapes with written materials.
- 4) Visual silent projection: Over Head Transparent (OHT), slide.
- 5) Audio visual silent projection: slide sound.
- 6) Visual motion: silent film.
- 7) Audio visual motion: video/VCD/television.
- 8) Physical object: real objects, models.
- 9) Human and environment: teacher, librarian, and laboratory.
- 10) Computers.

d. Development of Learning Media

1) Learning Media Development Design

Sadiman, et al. (2012: 100) said that the stages to develop learning media is as follows:

- a) Analyzing the needs and characteristics of students

- b) Formulate instructional objectives with operational and distinctive
- c) Formulate items in detail appropriate with the objectives
- d) Develop tools to measure success
- e) Write the script of media
- f) Conduct tests and revisions

2) Selection of Learning Media

Suprihatiningrum (2012: 324) mentioned the several considerations in choosing learning media as follows:

- a) Learning objectives that will be achieved
- b) Learning method that used
- c) Characteristics of learning materials
- d) Usefulness of learning media
- e) Teachers' ability in using the media type
- f) Media Effectiveness compared to other media

The Steps in choosing learning media include:

- a) Formulate the learning objectives
- b) Classifying the objectives based on domain
- c) Determine learning scenario that will be used
- d) List what media can be used at each step in the learning scenario
- e) Selecting the appropriate media
- f) Write down the media selection reasons
- g) Create procedures for using the media

3) Media Feasibility Aspect

According to Wahono (2006) assessment aspects and criteria of learning media are three as follows:

a) Software Engineer Aspects

- (1) Effective and efficient in development and utilization
- (2) Reliable
- (3) Maintainable (easy to maintain/manage)
- (4) Usability (easy to use and simple in operation)
- (5) Accuracy of the selection of application types/software/tool for development
- (6) Compatibility (learning media that can be installed/operated on various hardware and software)
- (7) The packaging of integrated learning media program and easy in execution.
- (8) Documentation of complete learning media program include: installation instructions, trouble shooting, and a clear program design.
- (9) *Reusable* (can be used again to develop other learning media)

b) The Aspects of Learning Design

- (1) Clarity of learning objectives (formulation, realistic)
- (2) Relevancy of learning objectives with Competency Standard/ Basic Competency/ Curriculum

- (3) Coverage and depth of learning objectives
 - (4) The accuracy of the use of learning strategies
 - (5) Interactivity
 - (6) Giving learning motivation
 - (7) Contextuality and actuality
 - (8) Completeness and quality of aid learning materials
 - (9) Material conformity with learning objectives
 - (10) Depth of material
 - (11) Easy to understand
 - (12) Systematic, harmonious, clear logical flow
 - (13) Clarity of the description, discussion, example, simulation,
and practice
 - (14) Consistency of the evaluation with the learning objectives
 - (15) The accuracy and determination of evaluation tools
 - (16) Providing feedback on evaluation results
- c) Visual Communication Aspects
- (1) Communicative, according to messages and acceptable/in
line with the wishes of target
 - (2) Creative ideas with following by pouring those ideas
 - (3) Simple and enthralling
 - (4) Audio (narration, sound effect, backsound, music)
 - (5) Visual (layout, design, typography, color)
 - (6) Motion Media (animation, movie)

(7) Interactive Layout (navigation icon)

Based on the expert opinion about the assessment aspects and criteria of learning media, the researcher establishes some assessment aspects and criteria of accounting snake and ladder that will be developed to be evaluated by the material experts (accounting lecturer and teacher) and media expert. Assessment aspects and criteria of accounting snake and ladder modified from media assessment criteria according to expert tailored to the needs and characteristics of media created. Assessment aspects and criteria for the material experts are:

- a) Material conformity
- b) Giving learning motivation
- c) Actuality
- d) Completeness
- e) Material quality
- f) Depth of question
- g) Easy to understand
- h) Systematic
- i) Clarity
- j) Accuracy of evaluation

Assessment aspects and criteria for media expert include two aspects, namely media engineering and visual communication aspects. The media engineering aspects are:

- a) Maintainable
- b) Easy to use (usability)
- c) Documentation
- d) Reusable

The visual communication aspects are:

- a) Communicative
- b) Simple
- c) Layout
- d) Color
- e) Design

4. Accounting Snake and Ladder Game

a. Definitions of Game

Definition of the game according to Sadiman et. al. (2012:75) is any context between the players who interact with each other by following certain rules to achieve certain goals. Each game should have four main components:

- 1) The players
- 2) The environment where the players interact
- 3) The rules of the game
- 4) The certain goals to be achieved

Based on the rules, the game is divided into two games, that are strict rules games (e.g. chess) and the flexible rules games (e.g. role-play). Based on its nature, the game is distinguished as competitive

games and non-competitive games. Competitive games have a clear goals and winners can be identified quickly. A non-competitive games do not have winner at all because in essence the players compete with the game system itself (Sadiman et al., 2011: 78).

Sadiman et al. (2011:78-81) mentioned that as a learning media, the games have some strengths and weaknesses.

The strengths of the game as a learning media are:

- 1) The game is something that fun to do and entertaining.
- 2) The game allows the active participation of students to learn.
- 3) The game can provide direct feedback.
- 4) The game enables the application of concepts or roles in the actual situation and roles in society.
- 5) The game is flexible.
- 6) The game can be easily created and reproduced.

The weaknesses of the game as a learning media are:

- 1) For fun, or as yet regarding the rules / technical implementation.
- 2) In simulating social situations, a game tend to oversimplify the social context so that it is possible the students to get the wrong impression.
- 3) Mostly games involve only few people when the involvement of all the students is very important for the learning process can be effective and efficient.

b. Definitions of Snake and Ladder

According to Anjani (2012), the snake and ladder game is a board game for children that is played by two or more people. Inside of the board game are small boxes and in some case, there are a number of ladders and snakes that connects with another box. This game can be used for all subjects and all levels of class, students only answer questions through the game. Snake and ladder have some advantages as follows:

- 1) Knowing the winning and losing.
- 2) Learning to work together and take turns.
- 3) Developing the imagination and remember the rules of the game.
- 4) Stimulating the children to learn pramathematics, that is when calculating steps on the snake and ladder game and counting the points that contained in the dice.
- 5) Learning to solve the problems.

According to Faizal (2010), there are some rules in using snake and ladder as a learning media as follows:

- 1) All players start the game from the plot number 1.
- 2) There is some number of snakes and ladders on a certain plot on the game board.
- 3) There is one piece of dice and some pawns. The number of pawns used in accordance with the number of players.
- 4) The length of a snake and ladder varied, some short, some long.

- 5) Snakes can move pawns player back several plots, while the staircase can move forward a few plots player pawn.
- 6) To determine who gets the first turn, based on the highest value of the results of throwing dice by each player at the start of the game.
- 7) At the turn, the player can roll the dice and advance the pawn several pieces corresponding to the number of dice throws outcome.
- 8) When a player gets a 6 out of throwing the dice, then the player's turn once again to roll the dice and advance the pieces according to the figures from the last toss.
- 9) If the player pawn ends on plots containing the foot of the stairs, then pawn the right to advance to the plots designated by the summit of the stairs.
- 10) If the player pawn ends on plots containing snakes, then the pawn must fall to the plots designated by the head of the snake.
- 11) The winner of the game is the player who first reached the swath 100.

c. Snake and Ladder as a Learning Media in Special Journal Material

According to Anjani (2012), snake and ladder game is a board game for children that is played by two or more people. On the game board are little boxes and in some case, there are a number of ladders and snakes that connects with another box. This game can be used for

all subjects and all grade levels, for students only answer questions through the game.

Anjani (2012) mentioned that snake and ladder game as a learning media has strengths and weaknesses.

1) The strengths of snake and ladder game are:

- a) Media game of snake and ladder can be used in learning activities because these activities are fun so that students interested to learn while playing.
- b) Students can participate in the learning process directly.
- c) The media game of snake and ladder can be used to help all aspects of the development of students.
- d) Media snakes and ladders game can stimulate students learning to solve the simple problems which unnoticed by students.
- e) Use of the snakes and ladders game can be done both in the classroom and outside the classroom.

2) The weaknesses of snake and ladder game are:

- a) Use of the media of snakes and ladders game require a lot of time when explain to the students.
- b) The snakes and ladders game can not develop all the learning materials.
- c) Lack of comprehension about the game rules by children can cause a rowdy.

d) For students who have not mastered the material well, will have difficulty in playing.

Based on the strengths and weaknesses described above, then the snake and ladder game used as a learning media in Special Journals has the rules that similar to the snakes and ladders game in general. However, there are some modifications to the game rules which making it more attractive. In this game is also provided about the question cards, the material cards and motivation cards which can be used by the students as a tool for learning.

5. The Learning Media Development Models

a. The development procedure by Borg & Gall

The Steps in the R & D cycle used in the development by Borg & Gall (1989) in Sukmadinata (2013: 169-170) is as follows:

- 1) Research and information collecting, include review literature, classroom observation, and preparation of report of state of the art.
- 2) Planning, include defining skills, stating objectives determining course sequence, and small scale feasibility testing.
- 3) Developing the preliminary form of product, include preparation of instructional materials, handbooks, and evaluation devices.
- 4) The preliminary field test, conducted in from 1 to 3 schools, using 6 to 12 subjects. Interview, observational and questionnaire data collected and analyzed.

- 5) Main product revision, revision of product as suggested by the preliminary field test result.
- 6) Main field testing, conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects precourse and postcourse performance are collected.
- 7) Operational product revision, revision of product as suggested by main results.
- 8) Operational field testing, conducted in 10 to 30 schools involving 40-200 subjects. Interview, observational and questionnaire data collected and analyzed.
- 9) Final product revision, revision of product as suggested by operational field test result.
- 10) Dissemination and implementation, report on a product at the professional meeting and in journals. Work with the publisher who assumes commercial distribution. Monitor distribution to provide quality control.

b. Development Procedure by ADDIE Model

ADDIE development model by Dick and Carry (1996).

Development Procedure of ADDIE consist of five steps (Endang Mulyatiningsih, 2012: 200), as follows:

1) Analysis

This step is defining process about what will learn by students. In this step, there are several activities, such as need

analyzing, problem identification, and assignment analyzing. The result is about characteristics of students candidate, asymmetry identification, and need identification.

2) Design

Design step called as a step to create a plan. There are several steps in design step: first is formulating learning objectives. Furthermore, arranging the test based on learning objectives formulated. Then determine precise learning strategy to reach the objectives.

3) Development

This step is processed to forming design to be real. One necessary step is to try out before implementation. Everything about media development needs must prepare in this step.

4) Implementation

Implementation is a real step to applying what have made. It means that in this step is implementing all things that have developed. For example, if need software, so that software must have been installed. If environment structuring must certain, that environment must be made suitable with the design.

5) Evaluation

The process to look about product successfully appropriate with initial expected or not. Evaluation is for every step above. It

named as formative evaluation because of the objectives to revision need.

B. Relevant Research

1. Nanang Yulianto (2016) in his research entitled "*Pengembangan Media Pembelajaran Ular Tangga untuk Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Administrasi Pajak Kelas XI Akuntansi SMK Negeri 1 Klaten Tahun Ajaran 2015/2016*". The result of the research shows that Tax Administration Snake and Ladder as a learning media is feasible to be used. The assessment scores by the material expert were 4.30 (very feasible), assessment scores by media expert were 4.11 (feasible), assessment scores in small group tryout was 4.39 (very feasible) and assessment scores in field tryout was 4.21 (very feasible). Based on increasing of student motivation analyzed with t-test, $t \text{ count} = 5.808 > t \text{ table} = 1.997$ and $\text{sig } p = 0,000 < 0.05$, thus Tax Administration Snake and Ladder is effective to improve student motivation. The similarity of the research conducted by Nanang with this research is the development of media in the form of snake and ladder to improve students' motivation. The differences are in learning materials and research place.
2. Syahida Norviana (2014) in her research entitled "*Pengembangan Media Pembelajaran Ular Tangga pada Kompetensi Dasar Membuat dan Membukukan Jurnal Penyesuaian Untuk Siswa Kelas X Akuntansi SMK Negeri 1 Tempel*". The research results show that snake and ladder feasible to used to learning in Basic Competence about Making and Bookkeeping

Adjustment Journal for the student at class X Accounting SMK Negeri 1 Tempel. It evidenced from assessment by media expert that the feasibility about media engineering aspect and visual communication aspect was 71.17% and 71.76% (feasible) and assessment scores from the material expert in learning aspect were 88.5% (very feasible). Assessment scores from the student in engineering aspect in individual tryout were 85% (very feasible), small group tryout was 91% (very feasible), and field tryout was 86.78% (very feasible). Assessment scores from the student at learning aspect in individual tryout were 88% (very feasible), in small group tryout was 81.57% (very feasible), and field tryout was 82.83% (very feasible). The similarity of this research is the development of learning media in the form of snake and ladder. The differences are about learning materials and research place.

3. Annisa Nur Isnaini (2016) in her research entitled “*Pengembangan Media Pembelajaran Monopoli Akuntansi untuk Meningkatkan Motivasi Belajar Siswa kelas X AK 2 SMK Negeri 4 Klaten Tahun Ajaran 2015/2016*”. The result of this research shows that Accounting Monopoly as a Learning Media can improve motivation of student in Class X Accounting 2 SMK Negeri 4 Klaten size as 0.22. The feasibility degree of Accounting Monopoly Learning Media based on the assessment: 1) Material expert with an average score of 4,8 (very feasible), 2) Media expert with an average score of 4.29 (very feasible), and 3) Small group tryout with an average score of 4.22 (very feasible), thus Accounting Monopoly is very feasible to

used as a learning media. Based on the result of calculation used gain score show that Accounting Monopoly can improve Motivation of student in Class X Ak 2 SMK Negeri 4 Klaten size as 0.22. This improvement includes at less category because of gain value < 0.3 . The similarity of this research is the development of media to improve motivation of students. The differences are a type of media and research place.

C. Research Framework

Learning is a transfer of knowledge process from teacher to the student. A good learning process must appropriate with the learning objectives. The teacher needs aid tool in learning which named as a learning media to expedite the learning process.

The learning media is one of all factors that determining student success in learning. In the ideal situation, the using of exact media will improve student motivation and facilitate student to understand the material that given by the teacher. The utilization of optimum learning media will facilitate to reach learning objectives. However, obviously learning media that used by the teacher not fully optimum. The utilizing of learning media which is lean, not variate and monotonous in the long term will make student bored and have less motivation to study.

Based on the problems above, it is necessary to develop a learning media which can improve students' motivation. This media must interest, creative, innovative and has a learning with playing concept, it created a fun learning and student more understand the material about Special Journal. Special

Journal Snake and Ladder can be an alternative for learning media that used by the teacher to improve students' motivation. Using this media expected can improve the interest of the student, thus the student's comprehension and motivation are increased.

D. Research Paradigm

This research paradigm illustrates in the frame as follows.

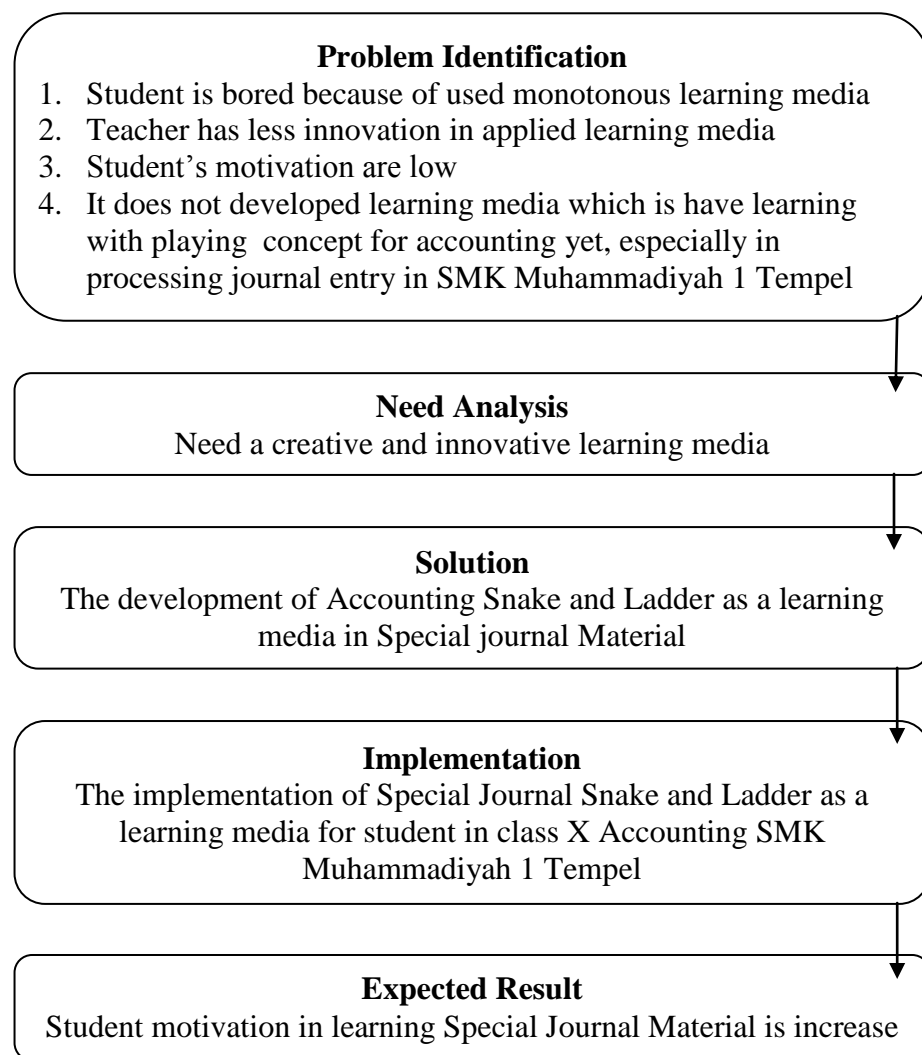


Figure 1. R & D Paradigm of Accounting Snake and Ladder

E. Research Questions

The reasearch question can be formulated as follows:

1. How do the technical steps to develop Snake and Ladder game as a learning media in Special Journal-Material to improve Motivation of student in class X Accounting SMK Muhammadiyah 1 Tempel?
2. How do the feasibility of Snake and ladder as a learning media in Special journal based on material experts assessment?
3. How do the feasibility of Snake and Ladder as a learning media in Special Journal-Material based on media expert assessment?
4. How is the students' response about snake and ladder as a learning media in Special Journal-Material?
5. How is the improvement of student motivation after using learning media that have been developed?

CHAPTER III RESEARCH METHOD

A. Types of Research

The type of this research is *Research and Development* (R&D). According to Sugiyono (2015:407), research and development method is the research methods used to produce a specific product and test the effectiveness or feasibility of products. This research was focused on the development of product in form of Snake and Ladder game as a learning media.

B. Research Design

This research used research and development model of ADDIE (Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation). According to Dick and Carry (1996) in Endang Mulyatiningsih (2012: 200-202), there are five stages in ADDIE model. The stages are:

1. Analysis Stage

Researcher analyzed the problem in class X Accounting SMK Muhammadiyah 1 Tempel. The motivation of students in the class is still low. The influential factor was a monotonous learning media utilizing. Snake and ladder game can be an alternative of learning media. The steps were analyzing of curriculum, competency standard, and basic competence that will be contained in snake and ladder media.

2. Design Stage

There are three design steps as follows:

a. Making Product Design

The researcher starts to plan the design of learning product appropriate with the fixed basic competence and material concept, i.e. special journal with the periodic method.

b. Arranging The Rules of Game

The development of product has a form like general snake and ladder game, however, the content is about Special Journal-Material. Thus, it needs to make game rules which are directing the student to use media easily.

c. Arranging the Assessment Instrument of Product

This step, researcher arranges the grating of assessment instrument that is used to assess the product. This instrument are questionnaires for material experts, media expert, and students as a target of product implementation.

3. Development Stage

The activities in this stage that has been done are:

a. The Product Making

The process in this step is making the product. All components that has been prepared in the design stage arranged into the complete unity product.

b. Validation of Product

The first product was validated by material experts and media expert. The result of validation is comments, suggestion, and feedback which can be the basis revising the developed product.

c. Product Revision I

This stage, the initial product was revised based on comments, suggestion, and feedback from material experts and media expert in product validation stage.

4. Implementation Stage

Activities in this stage are:

a. Small Group Tryout

According to Dick and Carry in Setyosari (2012: 225) small group tryout consist of six to eight subjects. In this stage, Accounting Snake and Ladder was tried out in small group which consists of 8 students of class X Accounting in SMK Muhammadiyah 2 Yogyakarta. Then, the researcher gives the questionnaire to know the assessment of student about the development of the product.

b. Product Revision II

Product Revision II was done based on comments and suggestions from the student at small group tryout if it necessary. However, the comments and suggestions from the validators not be ignored to avoid the problems of the improvements that have been done before.

c. Field Tryout

The product was tried out to all of the students in class X Accounting SMK Muhammadiyah 1 Tempel. In this stage, the researcher was given the socialization about the rules of game before implementation and then after the implementation of the learning media the questionnaires were distributed to know the assessment of students about the development of the learning media.

d. Product Revision III (if needed)

Product Revision III is done if there is a need to revise the product after the field tryout. This revision based on suggestions and feedback from students on field tryout stage. However, the comments and suggestions from the validators not be ignored to avoid the problems of the improvements that have been done before.

5. Evaluation Stage

The final stage, researcher measured the achievement of the product development objectives. The researcher obtained final product after passing the product validation and product tryout in the previous stage. Then it was implemented in class X Accounting SMK Muhammadiyah 1 Tempel to measure the improvement of students' learning motivation.

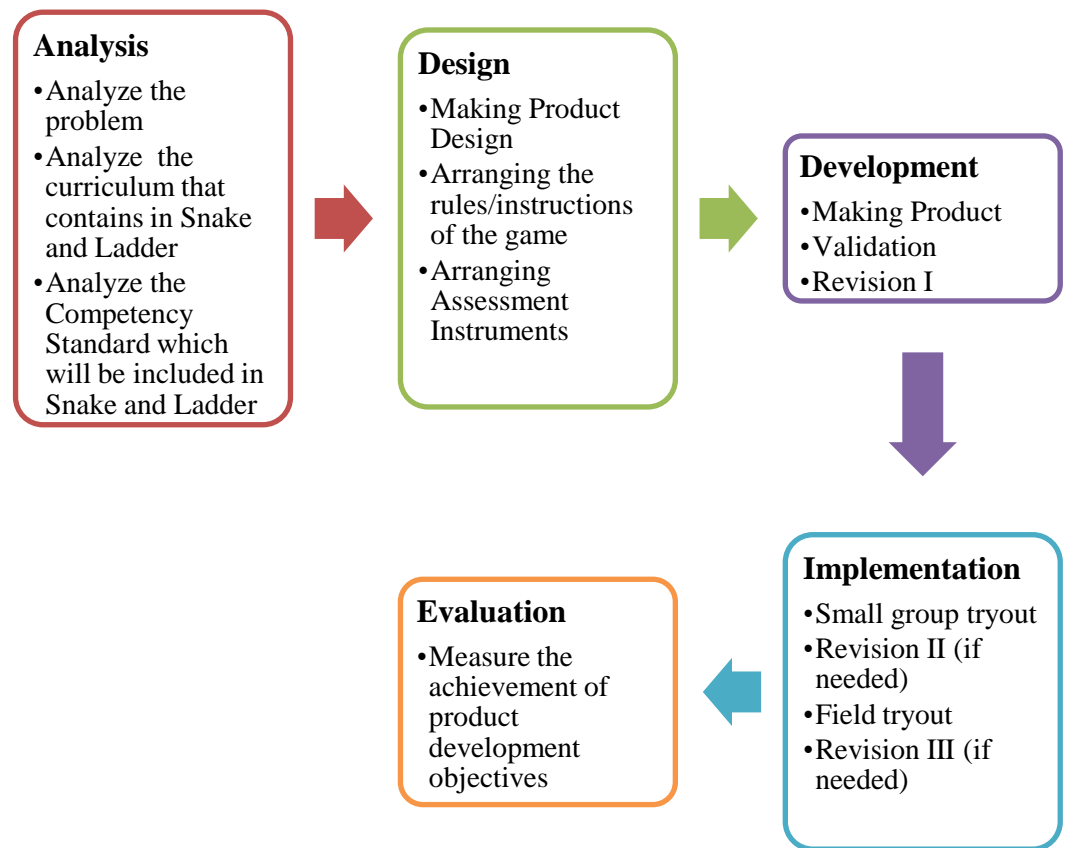


Figure 2. ADDIE Development Model

C. Place and Time of Research

This research conducted in SMK Muhammadiyah 1 Tempel which is located at Street Gendol Km 0,5 Sanggrahan, Tempel, Sleman. This research conducted in two steps. The first is preparation stage from November 2016-February 2017. The second is implementation stage until reporting stage from March-May 2017.

D. Subjects and Objects of Research

The subjects of this research were one media expert (Accounting lecturer who expert in media aspect), two material experts (Accounting lecturer and teacher), eight students of class X Accounting SMK Muhammadiyah 2

Yogyakarta in small group tryout and 18 students (all students) of class X Accounting SMK Muhammadiyah 1 Tempel in field tryout.

The objects of this research were the feasibility of Snake and Ladder as a learning media and the improvement of students' motivation. The feasibility of the Accounting Snake and Ladder has been known from the learning, media engineering, and visual communication aspects. This study was also measured the improvement of students' motivation before and after using the media.

E. Data Types

There are two types of data that are collected in this research including quantitative data and qualitative data.

- a. Qualitative data is a data about the process of learning media development that takes form criticisms and suggestions from material experts and media expert. The data was representated the quality of Accounting Snake and Ladder.
- b. Quantitative data is the main data in the research which formed of the data about students' motivation and the assessment of snake and ladder as a learning media from the material experts, media expert, and students in the questionnaires.

F. Variable Operational Definition

1. Learning Motivation

Learning motivation is internal and external encouragements which is actuating student to learn, so the learning objectives are achieved. The motivation was measured by these indicators: desire and willingness to be

success, an encouragement and needs of learning, hopes and aspiration in the future, appreciation in learning, interesting learning activities, and a learning environment that conducive which allowing student to learn well.

2. Snake and Ladder as a Learning Media in Special Journal Material

Learning media of Snake and Ladder game is a board game which have done by two persons or more. Snake and ladder game designed as a game with the learning material about Special Journal with periodic method. Components in the snake and ladder game are a wooden board of game consists of 100 plots size 33 cm x 46 cm, four coloured pawns (red, yellow, green, blue) for players, one dice with six sides, 16 Material Cards, 30 Motivation Cards, 50 Question Cards, 65 Point Cards, one sheet Game Rules, one set handout of material and question, and one set student answer paper.

G. Data Collection Technique

Data collection technique in this research is using questionnaire. Questionnaire is data collection technique which has done by giving a set of question or written statement to answer by respondent. (Sugiyono, 2015:199). Questionnaire in this research consist of material assessment questionnaire, media assessment questionnaire, feasibility of media assessment questionnaire and students' motivation questionnaire.

H. Research Instrument

The instrument that will be used in this research is the questionnaire. The questionnaire is used to measure the feasibility of the development media

based on several aspects: learning, media engineering, and visual communication. The feasibility of learning media questionnaire using Likert Scale with five alternative answers such as excellent, good, fair, poor, very poor (Sugiyono, 2015: 135). Furthermore to get quantitative data, five alternative answers have scores: excellent = 5, good = 4, fair = 3, poor = 2, very poor = 1.

The following several questionnaires that used in this research are:

1. Questionnaire for Material Experts

This questionnaire is used to get a data in form of product quality based on learning aspect. Assessment aspects and indicators for the material expert can be seen on the table.

Table 1. Grating Questionnaire for Material Expert

No.	Aspects	Indicators	Item Number
1	Material Suitability	a. Suitability of the material with the basic competencies. b. Materials' suitability with indicators c. Materials' suitability with learning objectives d. The material in accordance with the context of the trading company	1,2,3,5
2	Giving learning motivation	Growth motivation to learn	4
3	Actuality	In accordance with current conditions	6
4	Completeness	a. Adequacy of the number of questions b. Completeness of coverage problems	7,8
5	Material Quality	a. The difficulty level of question in accordance with the material b. The Variation of the questions	9,10
6	Question depth	The depth of the questions in accordance with the materials	11
7	Easy to understand	a. The material is easy to understand b. Languages of questions are easy to understand	12,13
8	Systematic	Systematical of mindset	14
9	Clarity	a. Clarity of the question explanation b. Clarity of study guide	15,16

No.	Aspects	Indicators	Item Number
10	Evaluation accuracy	a. There is a transaction in a trading company simplified b. Accuracy in using terms and statements c. Problem accordance with the theories and concepts d. The key answers accordance with the questions	17,18, 19, 20

Source: Learning Media Assessment Aspect and Assessment Criteria (Wahono, 2006) by modification.

2. Questionnaire for Media Expert

This questionnaire is used to get a data about product quality based on engineering media and visual communication aspects. The grating questionnaire is as follows:

Table 2. Grating Questionnaire for Media Expert

No.	Aspects	Indicators	Item Number
1	Engineering Media	a. Maintainable b. Easy to use (usability) c. Accuracy in media selection d. The clarity of the instructions for use of media e. The devices of game have variation f. Reusability (reusable)	1, 2, 3, 4, 5
2	Visual Communication Aspect	a. The language easily understood b. Media interesting c. The simple view d. The type of letter is easy to read e. Font size appropriate and readable f. Spacing (letter, lines, characters) g. The attractiveness of the pictures presented h. The precision placement of pictures i. The balance proportions of the pictures j. The Compliance of picture with the illustration k. Layout settings	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

No.	Aspects	Indicators	Item Number
		l. Composition of color m. The choice of color matching n. Neatness design o. Attractiveness of the design p. The design in compliance with the material	

Source: Learning Media Assessment Aspect and Assessment Criteria (Wahono, 2006) by modification.

3. Questionnaire for Student

The questionnaires for the students included two questionnaires: the feasibility of media assessment questionnaire and students' motivation questionnaire. Those questionnaires used to get the data about students' assessment to snake and ladder media and the data about students' motivation before and after learning with using the developed media. There are media assessment aspects for the student and the students' motivation questionnaire grating can be seen in the table as follows:

Table 3. Grating Questionnaire For Student

No.	Aspects	Indicators	Item Number
1	Media Engineering	a. Can be managed/stored easily (maintainable) b. Easy to used (usability) c. The clarity of the instructions for use of media d. The media packaging (board, card, dice and pawns)	1, 2, 3, 4
2	Visual Communication Aspect	a. Communicative (using proper, correct, and effective grammar) b. The simplicity look of the game c. The attractiveness of the media d. The harmony of color selection e. The attractiveness of the picture presented in the game	5, 6, 7, 8, 9, 10, 11, 12, 13, 14

No.	Aspects	Indicators	Item Number
		f. Setting the layout (pictures and texts) g. The selection of letter types and font size h. The text readability i. The attractiveness of the design j. The neatness of the design	
3	Learning	a. The suitability of the material with the basic competency b. Growing the learning motivation c. Actuality (conformity of media with the current conditions) d. The question language is easy to understand e. The clarity of the questions' description f. The completeness of coverage questions	15, 16, 17, 18, 19, 20

Source: Learning Media Assessment Aspect and Assessment Criteria (Wahono, 2006) by modification.

Table 4. Grating Questionnaire of Student Motivation

No.	Indicators	Item Number
1	There is passion and desire to succeed	1, 2, 3, 4*, 5, 6, 7
2	An encouragement and a need to learn	8, 9*, 10, 11, 12, 13
3	Hopes and aspirations in the future	14, 15, 16*, 17, 18
4	Appreciations in learning	19, 20, 21, 22, 23, 24*, 25, 26*
5	An interesting learning activities	27, 28*, 29, 30, 31, 32, 33, 34
6	A conducive learning environment	35*, 36, 37, 38*

Description: *negative item

Source: Uno (2014: 23) by modification.

I. Validity and Reliability of Research Instruments

1. Validity

Validity is an activity that indicates a validity of instrument. To measure questionnaire validity, it can be used product moment correlation formula by Pearson in Arikunto (2013: 213) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Description:

R_{xy} = correlation index between two variables that correlated are X variable and Y variable.

The value of r_{count} consulted with r_{table} of product moment at a significance level of 5%. If the value of r_{count} is greater than or equal to 5% r_{table} , the item of the instrument in question is valid and if known the value r_{count} is smaller than r_{table} the instrument is not valid.

The instrument is tested to 32 students out of research subject (students of class X Accounting 1 SMK Muhammadiyah 1 Yogyakarta). This test is has done to know the validity of instrument item. The result of items test instrument calculation as follow (the result by using SPSS 22 could be seen on Appendix 2f):

Table 5. Validity Interpretation of Learning Motivation Questionnaire

Item Number	r_{count}	r_{table} (Sugiyono, 2015: 455)	Interpretation
1	0.48	0.349	Valid
2	0.15	0.349	Invalid
3	0.691	0.349	Valid
4	0.329	0.349	Invalid
5	0.262	0.349	Invalid
6	0.591	0.349	Valid
7	0.354	0.349	Valid
8	0.528	0.349	Valid
9	0.526	0.349	Valid
10	0.551	0.349	Valid
11	0.003	0.349	Invalid
12	0.719	0.349	Valid
13	0.434	0.349	Valid
14	0.361	0.349	Valid
15	0.392	0.349	Valid
16	0.313	0.349	Invalid
17	0.56	0.349	Valid
18	0.57	0.349	Valid
19	0.499	0.349	Valid

Item Number	r_{count}	r_{table} (Sugiyono, 2015: 455)	Interpretation
20	0.579	0.349	Valid
21	0.531	0.349	Valid
22	0.368	0.349	Valid
23	0.488	0.349	Valid
24	0.288	0.349	Invalid
25	0.390	0.349	Valid
26	0.385	0.349	Valid
27	0.598	0.349	Valid
28	0.317	0.349	Invalid
29	0.536	0.349	Valid
30	0.647	0.349	Valid
31	0.479	0.349	Valid
32	0.508	0.349	Valid
33	0.195	0.349	Invalid
34	0.305	0.349	Invalid
35	0.332	0.349	Invalid
36	0.656	0.349	Valid
37	0.415	0.349	Valid
38	0.214	0.349	Invalid

Source: The data processing result by used SPSS 22.

Based on the table above, there are 27 items stated valid. The following table of the validity analysis result of learning motivation questionnaire:

Table 6. The analysis result of Learning Motivation Questionnaire

Criteria	Item Number	Amount	%
Valid	1, 3, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 29, 30, 31, 32, 36, 37	27	71
Invalid	2, 4, 5, 11, 16, 24, 28, 33, 34, 35, 38	11	29
Total		38	100

Source: The result of validity test instrument

2. Reliability

Reliability is refers to the reliability of a certain. The instrument that reliable contain the meaning that instrument is good enough with the result that capable to revealing believable data (Arikunto, 2013: 221-222). In this

research to find the reliability of instrument used the Cronbach Alpha formula as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Description:

r_{11}	= instrument reliability
k	= the number of questions
$\sum \sigma_b^2$	= the number of variance item
σ_t^2	= total variance

The calculation of reliability scale test is accepted if the calculation result of r_{count} is larger than r_{table} 5%. Based on the result of test instrument tryout data by used SPSS 22 (Appendix 2f), reliability test of questionnaire score is 0, 860 > r_{table} 0,349. According to Arikunto (2013: 89) research instrument has high reliability if the coefficient value (Cronbach's Alpha) \geq 0, 600. The result of reliability test indicated the instrument is reliable and has high reliability.

J. Data Analysis Techniques

Data analysis is a process to find and arrange systematically data that get from the result of interview, field note and documentation, by organizing the data in category, verifying into units, doing synthesis, arranging into pattern, choosing the important thing and what will be learned, and making the conclusion so that can be easy to be understood by own self or another person (Sugiyono, 2015: 244). Data analysis techniques in this research are:

1. The feasibility of Snake and Ladder Media

The data from the material expert, media expert and small group tryout with questionnaire paper will be analyzed by using descriptive

analysis technique. This technique will be done by using descriptive statistics. Descriptive statistics is the statistics that used as a basic analyzing the collected data in the same manner as the existence without the drive at making a general conclusion which occurs generally or generalization (Sugiyono, 2015: 207-208). The result of data analysis used as a basis to revise the development of media product.

The following steps will be done in analyzing the feasibility of special journal snake and ladder as a learning media:

- a. Changing the qualitative assessment to be a quantitative

Table 7. Assessment Criteria of The Learning Media Feasibility

Classification	Score
Excellent	5
Good	4
Fair	3
Poor	2
Very Poor	1

Source: Sugiyono (2015:135)

- b. Calculating average value scores for every indicator with this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Description:

\bar{x} = average score, $\sum x$ = total score, N = total subject
(Sukardjo, 2005: 52)

- c. Adding the average scores of every aspects
- d. Interpreting qualitatively total average scores of every aspects by using conversion score five-scale formula as follows:

Table 8. Conversion of Total Average Score to Five-Scale

Score	Formula	Range	Value
5	$X > \bar{X}_i + 1,8 SD_i$	$X > 4,2$	A
4	$\bar{X}_i + 0,6 SD_i < X \leq \bar{X}_i + 1,8 SD_i$	$3,4 < X \leq 4,2$	B
3	$\bar{X}_i - 0,6 SD_i < X \leq \bar{X}_i + 0,6 SD_i$	$2,6 < X \leq 3,4$	C
2	$\bar{X}_i - 1,8 SD_i < X \leq \bar{X}_i - 0,6 SD_i$	$1,8 < X \leq 2,6$	D
1	$X \leq \bar{X}_i - 1,8 SD_i$	$X \leq 1,8$	E

Source: Widoyoko (2009:238)

Description:

X = actual score

\bar{X}_i = ideal mean

= $1/2$ (maximum ideal score + minimum ideal score)

SD_i = ideal deviation standar

= $1/6$ (maximum ideal score + minimum ideal score)

Table 9. Directive Conversion of Result Assessment Score to the Feasibility Grade

Score	Formula	Grade	Clasification
5	$X > 4,2$	A	Strongly Feasible
4	$3,4 < X \leq 4,2$	B	Moderately Feasible
3	$2,6 < X \leq 3,4$	C	Enough
2	$1,8 < X \leq 2,6$	D	Unfeasible
1	$X \leq 1,8$	E	Strongly Unfeasible

Based on the conversion table above, it can be concluded that Accounting Snake and Ladder quality standard as follows:

- 1) Accounting Snake and Ladder quality stated “Strongly Feasible” if the obtained average score is 4,21 until 5,00.
- 2) Accounting Snake and Ladder quality stated “Feasible” if the obtained average score is 3,41 until 4,20.
- 3) Accounting Snake and Ladder stated “Moderately feasible” if the obtained average score is 2,61 until 3,40.
- 4) Accounting Snake and Ladder quality stated “Unfeasible” if the obtained average score is 1,81 until 2,60.

- 5) Accounting Snake and Ladder quality stated “Strongly Unfeasible” if the obtained average score is 1,00 until 1,80.

2. Measuring Student Motivation Improvement

Students’ motivation questionnaire is using Likert Scale with alternative answer and assessment criteria as follows.

Table 10. Assessment Criteria by Likert Scale in Student Motivation Questionnaire

Alternative Answer	Positive Statement	Negative Statement
Very agree	5	1
Agree	4	2
Doubt	3	3
Disagree	2	4
Very disagree	1	5

Source: Sugiyono (2015: 135)

The improvement of students’ motivation was analyzed by using gain score. Gain score is data analysis technique by calculating the gain (g) value with formula:

$$g = \frac{\% \text{ average of final motivation} - \% \text{ average of initial motivation}}{100 - \% \text{ average of the initial motivation}}$$

Hake (2012:1)

The calculation result by using the above formula interpreted into category of gain value criteria at the table as follows.

Table 11. Gain Value Criteria

g Value	Criteria
$g > 0,7$	High
$0,7 < g < 0,3$	Medium
$g < 0,3$	Low

Source: Hake (2012:1)

CHAPTER IV

RESEARCH RESULTS AND DISCUSSIONS

A. Research Description

1. Research Subjects Description

The Subjects in this research and development are two material experts (lecturer and teacher of Accounting), one media expert (lecturer of Accounting), 8 students from class X Accounting SMK Muhammadiyah 2 Yogyakarta, and 17 students of class X Accounting SMK Muhammadiyah 1 Tempel.

Table 12 List of Research Subjects

No.	Description	Name/Details
1.	Material Expert	Adeng Pustikaningsih, S.E., M.Si, Akt.
2.	Material Expert	Erma Wulandari, S.Pd.
3.	Media Expert	Rizqi Ilyasa Aghni, M.Pd.
4.	Students small group tryout	8 students from class X Accounting SMK Muhammadiyah 2 Yogyakarta.
5.	Students field tryout	17 students of class X Accounting SMK Muhammadiyah 1 Tempel.

2. Research Time and Place Description

Research and development are conducted in SMK Muhammadiyah 1 Tempel, which is located on Street Gendol, KM 0.5 Sanggrahan, Tempel, Sleman from November 2016 - March 2017.

Table 13. Schedule of Research and Development

No.	Stages	Implementation	Time
1.	Analysis	a. Analysis of the learning process in the classroom b. Analysis of learning media needs c. Analysis of standard and basic competencies d. Analysis of indicators of	July-October 2016

No.	Stages	Implementation	Time
		basic competencies e. Analysis of learning media objectives that will be developed	
2.	Design	a. Making product design b. Arranging the rules/ instructions of game c. Arranging the assessment instrument of product and determine the students' responses	November-December 2016
3.	Development	a. Making the product b. Validation of product c. Product Revision I	January-February 2017
4.	Implementation	a. Small group tryout b. Field tryout	23 March 2017 31 March 2017
5.	Evaluation	a. Final Product Result b. Measuring the achievement of product development objectives	March 2017

B. Research Results

1. Analysis Stage

In the analysis stage, researchers conducted observations in class X Accounting SMK Muhammadiyah 1 Tempel. Learning media which is provided in the classroom is sufficiency enough. The learning media included books and LCD (Liquid Crystal Display), but the using of that learning media was not optimum. The teacher only used one of that media (e.g. LCD for presentation using slide power point or book only) while learning process.

Based on further observations during the learning process in class X Accounting on 30 July 2016, on the subject of Vocational Competency, especially the Competency Standard of Processing Journal Entry,

problems have occurred. The teacher had combined group discussion with using the media included book, module and power point slide. However, that method and media have not been able to increase the students' motivation yet, it is felt when teacher teaching in the classroom, still met students were sleepy when the teacher explained the material and the participation of students in the class were still low. This problem was shown evidently from 18 students in class X Accounting, only 11% (2 students) who actively asked or expressed the opinions, as 33% (6 students) talked with their friends, 22% (4 students) played mobile phone, 11% (2 students) were sleepy, and 22% (4 students) were silent or passive.

In addition, based on the observation during PPL (*Praktik Pengalaman Lapangan*) from July until September 2016 in class X Accounting SMK Muhammadiyah 1 Tempel showed that the students' motivation in doing the task were still low. This was evident when students were given a structured task only few students who completed and submitted the assignments on time, especially when students were given the task of unstructured, mostly students did not perform the task. The student protest and complain when asked to do exercises. Students were lack the confidence to do the exercises by themselves and the initiative of students to do exercises were still lacking. The activities of students that have been mentioned are reflected that Students' Motivation in the classroom was still low.

The school also did not provide or develop learning media totally in accordance with the conditions of the students but to rely more on each teacher's creativity in packaging materials by using media in the classroom. However, the teachers who teach in Accounting Skill Program was still not optimum in implementing the innovative learning media, so that the learning process was monotonous. In Processing Journal Entry Competency Standard, teacher only provided a question and answer sheet to work as an exercise. Question sheet were the transactions and cases in the form of narrative and then students were asked to keep a journal of the question sheet on the answer sheet. This learning makes students feel burdened and saturated.

The researcher analyzed the syllabus of Accounting Vocational Competency Subject on class X for the second semester. This is done in order to develop the media in accordance with the needs of students in the Competency Standard of Processing Journal Entry.

The results obtained in the analysis stage are described briefly in the following table. The results obtained in the analysis stage are described briefly in the following table.

Table 14. Description of The Results in Analysis Stage

No.	Analysis	Result
1.	Analysis of the learning process in the classroom	Students' Motivation in class X Accounting is still low. So, there is a need to increase learning motivation.
2.	Analysis of learning media needs	Students require learning media are interesting, not boring, and can increase students' motivation.
3.	Analysis of standard and basic competencies	One Competency Standard in Vocational Competency (Accounting)

No.	Analysis	Result
		is Processing Journal Entry. One of the Basic Competencies appropriate for the media that is developed is the recording of transactions into a special journal.
4.	Analysis Indicators of Basic Competency	The Indicators of basic competency are: a. Record the data into the appropriate journal with the system accurately and in the correct amounts b. Allocate the transaction appropriately into account system
5.	Analysis the objective of the learning media that will be developed	Accounting Snake and Ladder that will be developed by the researcher expected to meet the needs of students in the form of media that interesting, not boring, and can help students better understand the learning material. In addition, students' motivation is increased.

2. Design Stage

a. Making Product Design

Researchers began to make a preliminary design of Accounting Snake and Ladder that will be developed. Accounting Snake and Ladder game has some differences with a Snake and Ladder game in general. Accounting Snake and Ladder shaped board with a size of 46 cm x 33 cm. Snake and Ladder are packed in wooden boards covered with scotlet so that the media is durable and reusable. Accounting Snake and Ladder completeness are as follows:

- 1) An Accounting Snake and Ladder board
- 2) Four pieces pawns with a diameter of one cm (red, yellow, green, blue)

- 3) One dice (1 cm x 1 cm)
- 4) One set of question cards the size of 8 cm x 6 cm (50 pieces)
- 5) One set of material cards 8 cm x 6 cm (16 pieces)
- 6) One set of motivation cards 8 cm x 6 cm (30 pieces)
- 7) One set of point cards 6 cm x 5 cm (65 pieces)
- 8) One sheet of game rules (paper size A5)
- 9) One set of handout materials and questions (paper size A5)
- 10) One set Student Answer Sheet (paper size A5)

The comparison between the general snake and ladder game with the Accounting Snake and Ladder game illustrated in the following table.

Table 15. The Comparison between the General Snake and Ladder Game with the Accounting Snake and Ladder Game

No.	General Snake and Ladder Game	Accounting Snake and Ladder Game
1.	The Snake and Ladder board with varied paper size, the material contains pictures of 100 plots, snakes, and ladders.	The Snake and Ladder board which size as 46 cm x 33 cm packaged on the wooden board covered by scotlet, contains pictures are 100 plots, snakes, ladders, <i>Mr. Owl</i> , question marks, <i>Pak De Semar</i> , treasure chests, and bombs.
2.	1 dice with 6 sides	1 dice with 6 sides
3.	2-4 pieces with a diameter of 1 cm	4 pieces with a diameter of 1 cm (red, yellow, green, and blue)
4.	There are no cards	There are cards that include: Question cards (50 pieces) Material cards (16 pieces) Motivation cards (30 pieces) Point cards (65 pieces)
5.	There are no student answer sheets	There are the student answer sheets
6.	There are no handout of materials and questions	There are handout of materials and questions

There are four types of cards are used in Accounting Snake and Ladder media. The functions of each card are as follows.

1) Material Cards

Learning material is written in this card. Students are required to read the material card when their pawns see a sign Mr. Owl. The material cards are arranged sequentially in accordance with the material that will be delivered to students. The material is written in this card created with a simple and direct language on the essence of material, so students more easily understand. The material cards made colored, it look more attractive. This card was made for 16 units (adjusted for the material to be delivered).

2) Question Cards

Question cards are the cards consist of questions related to the learning material that presented in the material card. This card was made by 50 units, with 15 cards in the form of multiple choice questions, 8 cards in the form of short field questions, and 27 cards in the form of trading company transactions. Students get a question card when the pawn being run to see a question mark.

3) Motivation Cards

Motivation cards are the cards that made with the aim to motivate students. Students get this card when a pawn being run to see signs, *Pak De Semar*. Students read motivation cards to take lessons.

4) Point Cards

Point cards consist of a number of points gained from answering questions cards correctly and bonuses from treasure chests. This point cards were made of 65 pieces, 50 pieces for points according to question cards and 15 pieces for a bonus. Students earn bonus points when the pawn being run to see signs treasure chests.

Student answer paper made in A5 size paper HVS, to help students answer multiple choice questions, short field and there are columns for journaling the transaction in trading company.

Handout of materials and questions are made in a matter of HVS paper size A5. It was provided to make the students who become judges easy in running the game of Accounting Snake and Ladder.

b. Arranging Rules/ instructions of game

Researchers made the rules of the game to help students play Accounting Snake and Ladder as follows.

1) Players

ASAL (Accounting Snake And Ladder) game is played by 3-5 people.

- a) The game 3-4 people are referred to a game 1 against 1 (consisting of 2-3 players and one jury).
- b) The game 5 people are referred to a game 2 opponents 2 (consisting of 4 players / 2 teams and one jury).

2) Jury

The jury has a duty to holds the key answer and gives the points to the player/team. The jury is obliged to explain a matter that can not be answered by the player/team.

3) Implementation of Game

a) Each player in the game 1 against 1 given only one pawn to run the game.

b) Each player/team in the second game 2 against 2 pieces two pawns to run the game.

c) Players which consist of 3 people or more are doing *Hompimpa* (the game with reverse the palm), 2 people doing Rock-Paper-Scissors, to determine the first forward and so on.

d) The player rolls the dice.

e) The player runs the pawn according to the number of points obtained dice.

f) A player must follow the orders according to the sign indicated on the plot where the pawn is run. Signs that will be encountered are Snakes, Ladders, Mr. Owl, Question Marks, *Pak De Semar*, Treasure Chests, and Bombs.

(1) Snake, obstacles by the player/team, to slow player/team become a champion. The player/team shall go down into plots designated by the head of the snake.

- (2) Ladders, assistance/advancing the player/team to become champion. The player/team shall climb the ladders and answered questions.
- (3) Mr. Owl, a sign to take the material card for players to answer the questions easily. Players who get the material cards compulsory to read the card 1 times without repetition while the other players are required to listen. Players who get the material card may keep and use the material card as an aid in answering the questions.
- (4) Question mark, the mark to take the question card. Players read the card and do their own/with their respective teams. All players/teams shall work on the question at the same time. Working time in a question of theoretical questions in multiple choice and short field questions maximum for 1 minute, and the questions of transaction records maximum for 3 minutes.
- (5) *Pak De Semar*, sign to take the motivation card. Players read motivation cards to take lessons.
- (6) Treasure Chest, a sign that the player gets a bonus for advancing three steps or additional 5 points (the player can only choose one).

(7) The bomb, a sign that the player must step down 3 steps or give 5 points to the opposing team (the player can choose one).

4) Points

a) The player/team who answered the question correctly will receive points according to the questions listed on the card (1 point, 2 points, and 3 points).

b) The player/team who answered incorrectly, do not get points.

5) Winners

Player who reach the plots 100 and got the highest points is THE WINNER.

c. Arranging the assessment instrument to evaluate product

This stage, the researcher developed the instruments in form of checklist questionnaires for material experts, media expert, and students to assess the media quality.

3. Development Stage

a. The Product Making

The product making was started with designing a product using Corel Draw X5 applications. The game board of Accounting Snake and Ladder designed rectangular with a size of 46 x 33 cm and there are 100 plots designed with additional pictures (snakes, ladders, *Pak De Semar*, Mr. Owl, treasure chests, trees, grasses, stones, and buildings). Researcher also made the design of rectangular cards

which are used in this accounting snake and ladder game. The number and size of the cards are as follows:

- a) 50 pieces of question cards (8 x 6 cm)
- b) 30 pieces of motivation cards (8 x 6 cm)
- c) 16 pieces of material cards (8 x 6 cm)
- d) 65 pieces of point cards (6 x 5 cm)
- e) 1 sheet of game rules (A5)
- f) one set of handout materials and questions (A5)
- g) one set of student answer sheets (A5)

The making of media design lasts for one month, from November-December 2016. After the media design has been made, the media is ready to print. The design of Snake and Ladder board printed with camel vinyl sticker paper, then paper affixed to a wooden board with coated by scotlet. About question cards, motivation cards, material cards, point cards, game rules and card boxes printed on ivory paper with the size as 260 grams, cut into pieces and then packaged.

b. Validation

After the initial media has been made, the further stage was validation. This validation stage aimed to obtain recognition of feasibility and suggestions regarding the improvement of the developed media. The media was validated by material experts and media expert.

1) Validation of material experts

Validation of material experts were conducted by Mrs. Adeng Pustikaningsih, S.E., M.Sc. Akt., Accounting Lecturer, Faculty of Economics, Yogyakarta State University and Mrs. Erma Wulandari, S.Pd., Accounting Teacher of SMK Muhammadiyah 1 Tempel. Validation was done by the material experts in terms of the learning aspect. This validation was using a Likert scale questionnaire with five alternative answers (excellent, good, fair, poor, very poor). Questionnaire for material experts consists of 20 assessment indicators. The results of the assessment by material experts could be seen in Appendix 3c. The following table is a recapitulation of validation by material experts.

Table 16. Recapitulation of Validation Results by Material Experts

No.	Aspect of Assessment	Scores		
		Lecturer	Teacher	Average
1.	Learning Aspect	4.80	4.10	4.45
Category		Strongly Feasible	Feasible	Strongly Feasible

Sources: Primary data are processed

According to the table 16 known that the feasibility of developed media in terms of learning aspects by material experts (lecturer and teacher) obtained average score of **4.45**. Based on Table 8 regarding the conversion of scores into five scale value, validation results by material experts on learning aspect are in the range of $X > 4.20$, so that got an "A" in the category of "**Strongly**

Feasible". Thus, the Accounting Snake and Ladder is strongly feasible to use as a learning media in terms of learning aspect.

Results of the assessment by material experts (lecturer and teacher) showed the mean score by each expert is different. The mean score of lecturer assessment is **4.80** that include into the category of "**Strongly Feasible**", while the mean score of teacher assessment is **4.10** that include into the category of "**Feasible**". Here is the chart according to the table about the average score from material experts in the learning aspect.

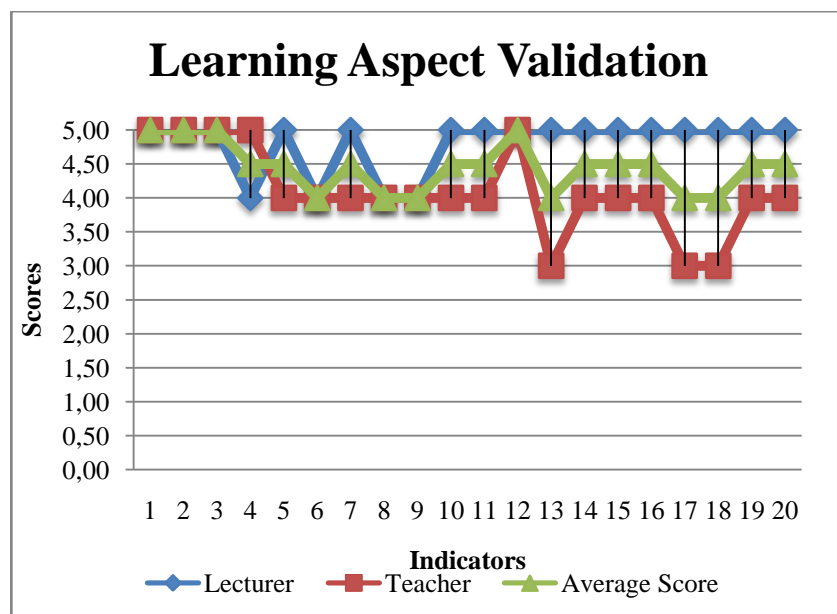


Figure 3. Line Chart of Learning Aspect Validation by Material Experts

Information:

- 1 Suitability of the material with the basic competencies
- 2 Compliance of the materials with the indicators of learning
- 3 Suitability of materials with the objectives of learning
- 4 Growth motivation to learn
- 5 The material in accordance with the context of the trading company
- 6 Actuality (in accordance with current conditions)
- 7 Adequacy of the number of questions

- 8 Completeness of coverage problems
- 9 The difficulty level of questions in accordance with the material
- 10 Variations of the questions
- 11 The depth of the questions in accordance with the materials
- 12 The material is easy to understand
- 13 Languages of questions are easy to understand
- 14 Systematical of mindset
- 15 Clarity of the question explanation
- 16 Clarity of study guide
- 17 There is a transaction in a trading company simplified
- 18 Accuracy in using terms and statements
- 19 Problem in accordance with the theories and concepts
- 20 The key answers in accordance with the questions

In addition, to provide the assessment, material experts was given the suggestions. These suggestions serve as a basic for improving the developed products at the revision stage. The results of validation from the lecturer shows that the media is "Feasible to be tested with a corresponding revision suggestion". Meanwhile, the results of validation from the teacher indicated that media "Feasible to be tested".

2) Validation of media expert

Media expert validation conducted by Mr. Rizqi Ilyasa Aghni, S.Pd., M.Pd. (Lecturer of Accounting Education Faculty of Economics, Yogyakarta State University). Validation was done by media expert in terms of the media engineering aspect and visual communication aspect. Researchers used the questionnaires Likert- scale type with five alternative answers (excellent, good, fair, poor, very poor). Questionnaire for media expert has 21 assessment indicators. The results of feasibility assessment on the

media engineering and visual communication aspects can be found in appendix 4b. The following table is a recapitulation of the assessment on media engineering and visual communication aspects by media expert.

Table 17. Recapitulation of The Media Expert Validation

No.	Aspects of Assessment	Scores
1.	Media Engineering Aspects	4.60
2.	Visual Communication Aspects	4.31
Category		Strongly Feasible

Sources: Primary data are processed

According to the table 17 known that the feasibility of Accounting Snake and Ladder in terms of media engineering aspects obtained the mean score of **4.60**, while the feasibility in terms of visual communication aspects obtained a mean score of **4.31**. Based on Table 8 regarding the conversion of scores into five scale value, media expert assessment on the media engineering and visual communication aspects are in the range of $X > 4.20$, so it got grade "A" in the category of "**Strongly Feasible**". Based on the data in the Appendix 4b, the average score on a media expert assessment in terms of the media engineering and visual communication aspects presented in the form of a diagram as follows:

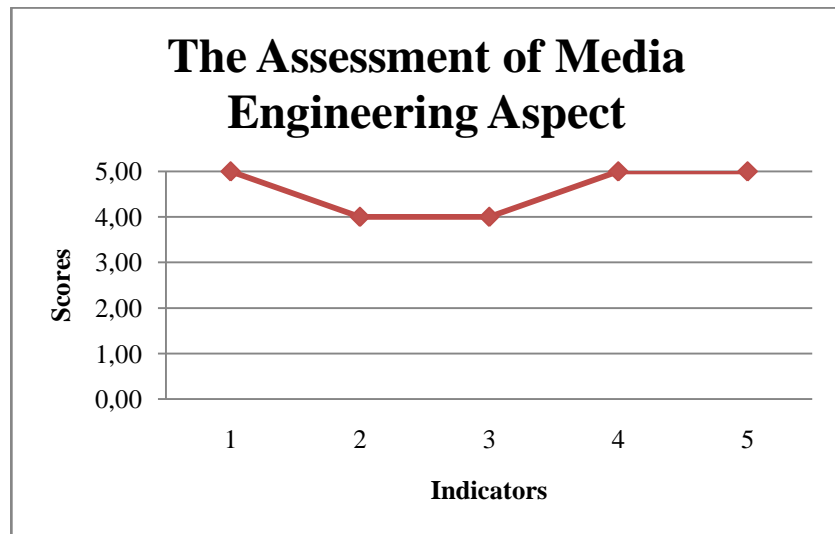


Figure 4. Line Chart of Media Engineering Aspect Assessment

Information:

- 1 Can be maintained/managed easily(maintainable)
- 2 Easy to use (usability)
- 3 The clarity of the instructions for use of media
- 4 The devices of game have variation
- 5 Reusability (reusable)

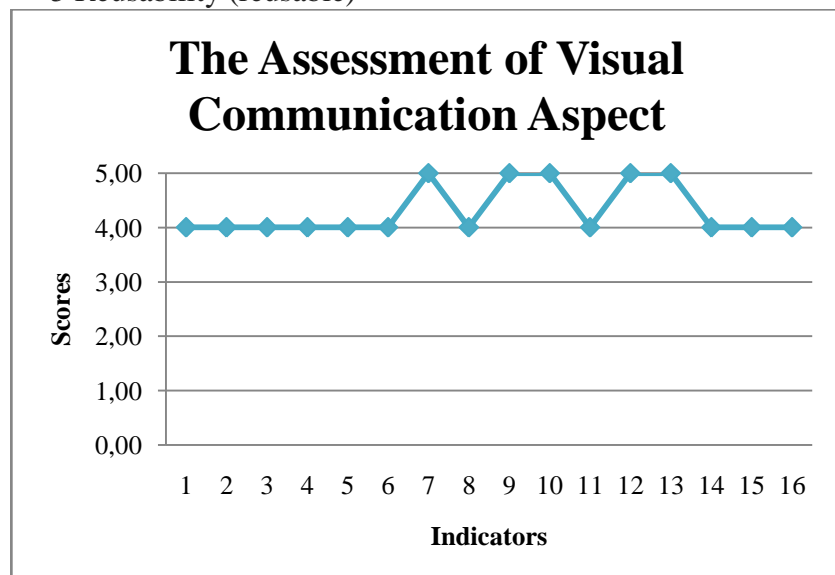


Figure 5. Line Chart of Visual Communication Aspect Assessment

Information:

- 1 Language easily understood (communicative)
- 2 Media interesting (creative and innovative)
- 3 The simple view

- 4 The type of letter is easy to read
- 5 Font size appropriate and readable
- 6 Spacing (letter, lines, characters)
- 7 The attractiveness of the pictures presented
- 8 The precision placement of pictures
- 9 The balance proportions of the pictures
- 10 The Compliance of picture with the illustration
- 11 Layout settings
- 12 Composition of color
- 13 The choice of color matching
- 14 Neatness design
- 15 Attractiveness of the design
- 16 The design in compliance with the material

Media expert also provided comments and suggestions that served as a basis for improving developed product at a revision stage. Media expert validation results showed "Feasible to be tested with a corresponding revision suggestion".

Based on the results of the validation of each validator to Accounting Snake and Ladder, it is acquired recapitulation assessment by all validator in the following table.

Tabel 18. Recapitulation Results of All Expert Validation

No.	Feasibility Aspect	Material Experts		Media Expert	Average Score	Grade	Category
		Lecturer	Teacher				
1.	Learning Aspect	4.80	4.10		4.45	A	Strongly Feasible
2.	Media Engineering Aspect			4.60	4.60	A	Strongly Feasible
3.	Visual Communication Aspect			4.31	4.31	A	Strongly Feasible
Total Average Score					4.45	A	Strongly Feasible

Source: Research development data are processed

The recapitulation of all experts' validation in Table 18 shows that the feasibility of media engineering aspect with average score in the first rank is **4.60**. Ranked second was obtained on the feasibility of learning aspect is **4.45** and the lowest position is on the feasibility of visual communication aspect with a average score of **4.31**. The total average score (X) is **4.45** which is in the range of $X > 4.20$ with the category of **"Strongly Feasible"**. In conclusion, Accounting Snake and Ladder got an **"A"** in the category of **"Strongly Feasible"**.

Recapitulation of the all experts' validation, if presented in a bar chart is as follows:

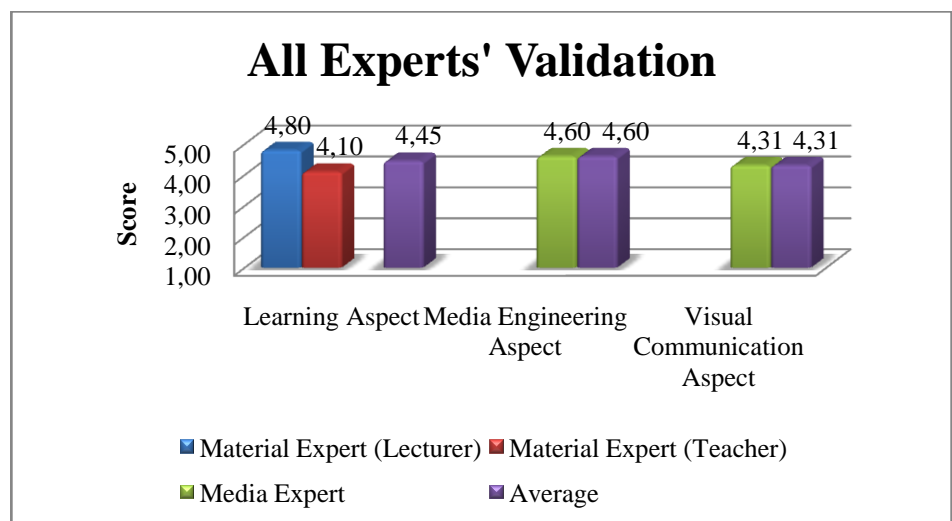


Figure 6. Bar Chart of Validation by All Experts

c. Product Revision Stage I

Revisions to the media were done based on comments and suggestions from material experts and media expert were given at the validation stage.

1) Revision from material experts

Based on the validation of material experts (lecturer and teacher of Accounting), researcher get suggestions regarding the material. Suggestions from material experts is using as a basic to make the improvements in the material. In this study, Accounting Lecturer as material expert recommended to completing the materials and questions. Meanwhile, the Accounting teacher as material expert advises to fixing some questions and answer keys. Based on these suggestions, the researcher revised as follows:

- a) The use of the account on the question card number 10 is less precise, replacing the account of “*Retur Penjualan dan Pengurangan Harga*” to the account of “*Retur Penjualan*” and replacing the account of “*Retur Pembelian dan Pengurangan Harga*” with the account of “*Retur Pembelian*”.



Figure 7. Question Card Number 10 Before and After Revisions

- b) The use of the discount period and choice answers in points c, d, e on the question card number 11 is less precise, the term "*Periode diskon*" is replaced with the term "*Periode potongan*" and add accounts purchase discount on the choice answers in points c, d, e.



Figure 8. Question Card Number 11 Before and After Revisions

- c) The number of short field questions related to journals of purchasing, sales, cash receipts and cash disbursements are less proportionately, two questions related to cash receipts and cash disbursements replaced with the questions about a transaction of a trading company.



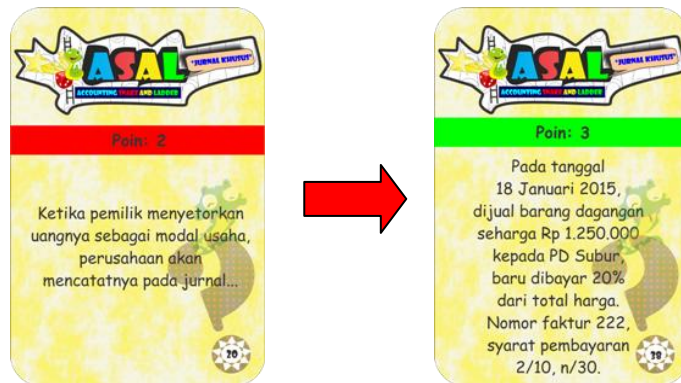


Figure 9. Revision of Question Cards from Short Field to Transactions Questions

- d) The use of motivation quotes from some of the figures are irrelevant, it is replaced with an Islamic motivation quotes.

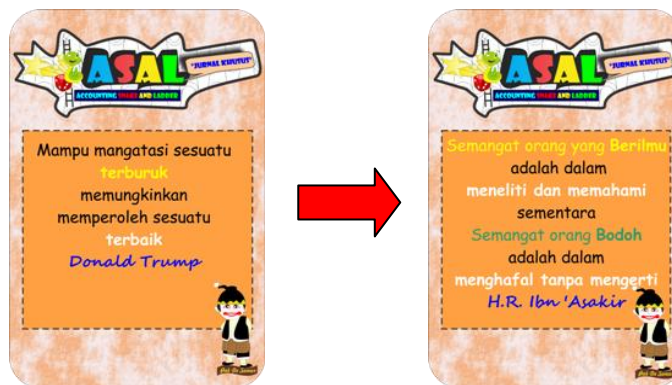


Figure 10. Motivation Cards Before and After Motivation Quotes Revision



Figure 11. Motivation Cards Before and After Motivation Quotes Revision

- e) The question cards number 32 and 40 when administered separately with previous transactions, the students will be confusion about the nominal, added the nominal of debt/receivable to be paid.

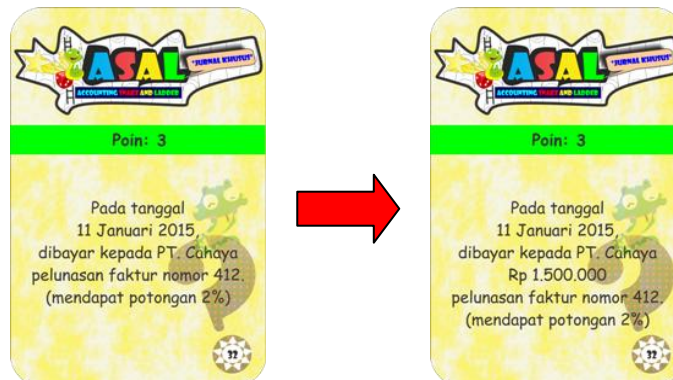


Figure 12. Question Card Number 32 Before and After Revision



Figure 13. Question Card Number 40 Before and After Revision

- f) In the key answers to the question card number 41, an account in credit is "*Utang dagang*" while the transaction is bank debt, the key answer on January 21 was changed to the account of "*Kas*" (D) and "*Utang bank*" (K).

Tanggal		Ket.	Ref	Debet		Kredit				
				Kas	Pot. Penj.	Piutang dagang	Penjualan	Serba-serbi		
2015								Akun	Ref	Jumlah
Jan	21	Bank BRI		Rp 10.000.000				Utang dagang		Rp 10.000.000

Tanggal		Ket.	Ref	Debet		Kredit				
				Kas	Pot. Penj.	Piutang dagang	Penjualan	Serba-serbi		
2015								Akun	Ref	Jumlah
Jan	21	Bank BRI		Rp 10.000.000				Utang bank		Rp 10.000.000

Figure 14. The Answer Key Number 41 Before and After Revision

- g) In the key answer to question number 44 on cash payments journal on January 24 that the debit account "*Prive Tn. Indra*" made consistent with the account you used, namely "*Modal Tn. Indra*".

Tanggal		Ket.	Ref	Debet			Kredit		
				Utang dagang	Pembelian	Serba-serbi	Pot. Pemb.	Kas	
2015						Akun	Ref	Jumlah	
Jan	24	Prive Tn. Indra				Prive		Rp 250.000	Rp 250.000

Tanggal		Ket.	Ref	Debet			Kredit		
				Utang dagang	Pembelian	Serba-serbi	Pot. Pemb.	Kas	
2015						Akun	Ref	Jumlah	
Jan	24	Prive Tn. Indra				Prive Tn. Indra		Rp 250.000	Rp 250.000

Figure 15. The Answer Key Number 44 Before and After Revision

2) Revision from Media Expert

Based on the validation from media expert, researcher get comments and suggestions related to the media. The comments and suggestions from media experts is a basic to make improvements of the media. Comments and suggestions provided by media expert are as follows.

- a) Background of green color on the game board was too simple, the background is added by accents/ornaments such as stone, grass, flowers, shrubs, gradation/contour, and the tree pictures by color gradation.
- b) The type and size of the picture of 4 buildings, snakes, and ladders on game boards are different. Pictures made similar types of buildings (2D/3D), buildings size adjustable, and the size of the snakes and ladders equated.

Revisions based on comments or suggestions from media expert on points a) and b) on the game board background of Accounting Snake and Ladder is as follows.

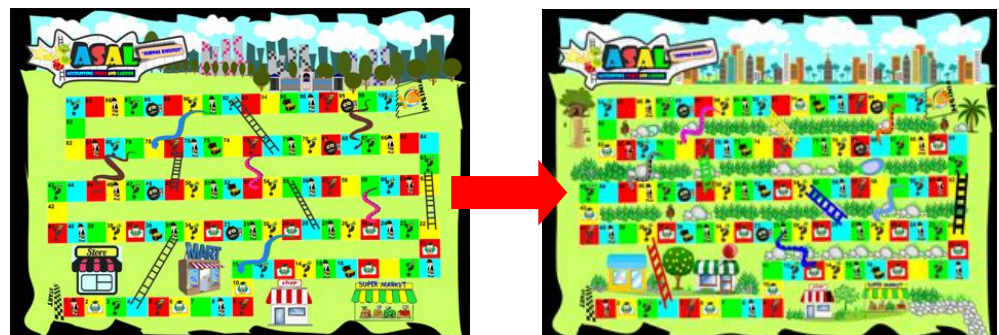


Figure 16. Background of Snake and Ladder Game Board Before and After Revisions

- c) The format writing of numbering # replaced with ABC, the title given different colors and bold, the explanation of objects is created one sheet, created shape by one object/picture, format paragraphs made justify, on the back of sheet, the logo is placed at the top, all of the characters/objects/pictures are placed on the right.



Figure 17. The Game Rules Appearance Before Revisions



Figure 18. The Appearance After Game Rules Revisions

- d) The color of the letters on Material Cards made more contrast, paragraph writing format made center and background on front view of the card was created the patternly.



Figure 19. Before and After Front Display of Material Card Revisions

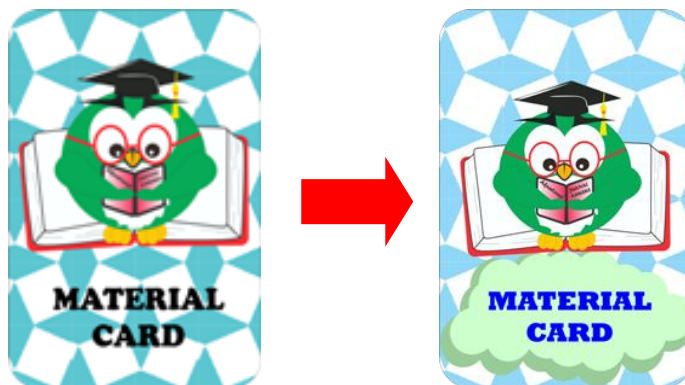


Figure 20. Before and After Revisions on Rear Display of Material Card

- e) Picture of the question mark on Question Card made more contrast with the color of the letters, a paragraph layout more proportional and background of the front view of the card created the patternly card.



Figure 21. Before and After Revisions on Front Display of Question Card



Figure 22. Before and After Revisions on Rear Display of Question Card

- f) The color of the letters on Motivation Cards made more contrast and used the center paragraph formatting.



Figure 23. Before and After Front Display of Motivation Card Revisions

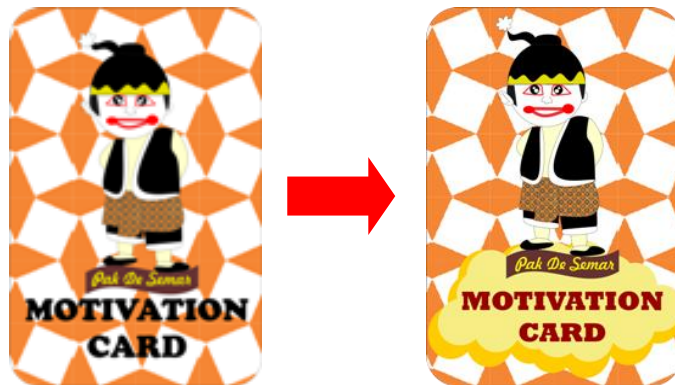


Figure 24. Before and After Rear Display of Motivation Card Revisions

- g) The color of the stars as a background on the card point 2 and point 5 is made more contrast.

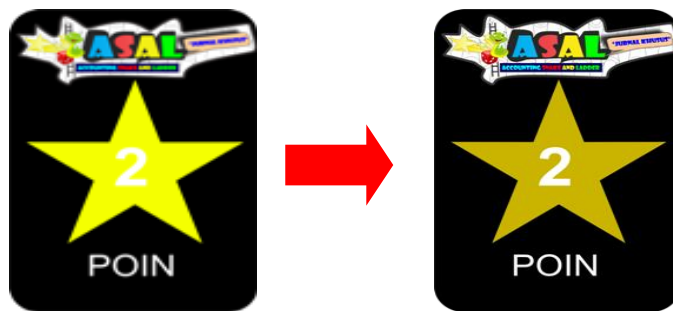


Figure 25. Before and After Point Card 2 Revisions

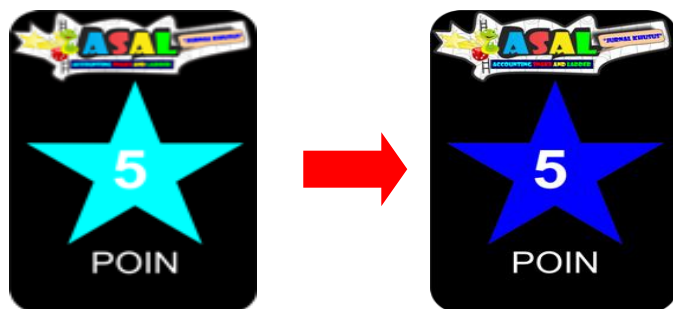


Figure 26. Before and After Point Card 5 Revisions

- h) The case of point card made by bright colors and combination/layout of the card picture made like an open pile of playing cards.



Figure 27. Before Point Card Box Revisions



Figure 28. After Point Card Box Revisions

4. Implementation Stage

The initial products which have been revised at a later stage are implemented to the students. At this stage, the products after revision are implemented to the students conducted through two test phase are:

a. Small Group Tryout

The small group tryout was a test of products intended to identify the shortcomings of the products developed before tested on a larger group (field tryout). The small group tryout conducted in class X Accounting SMK Muhammadiyah 2 Yogyakarta on Thursday,

March 23, 2017 (09:20 to 11:20 GMT). In the execution of this tryout, researchers involved eight students selected at random. Following the grouping, students who selected then formed two groups to try to use the developed media. Here is the recapitulation about the duration of game, the answered questions and the points that is obtained by each groups.

Table 19. Duration of The Game and Points Obtained in Small Group Tryout

Time	Group	Questions	Points
60 minutes	1	35	56
	2	22	19
Average Points			37.50

The table above shows that the average points obtained by students during 60 minutes was 37.50, with the number of answered questions by each group 22 and 35 questions. The points calculated based on the additional rules of points that obtained from answering the questions correctly (70%), the steps of pawn (15%), and the bonus from treasure chests (15%).

In this tryout, the researcher also distributed media assessment questionnaires to students based on the media engineering aspects, visual communication aspects, and learning aspects. Based on the results of student assessment at the small group tryout (Appendix 5c) recapitulation obtained as follows:

Table 20. Recapitulation Results of Student Assessment on Small Group Tryout

No.	Assessment Aspect	Mean Score	Grade	Category
1.	Media Engineering Aspect	4,81	A	Strongly Feasible
2.	Visual Communication Aspect	4,73	A	Strongly Feasible
3.	Learning Aspect	4,71	A	Strongly Feasible
Average Score		4,75	A	Strongly Feasible

Source: Research development data which are processed

The recapitulation result of students' assessment on small group tryout is presented in a bar chart as follows:

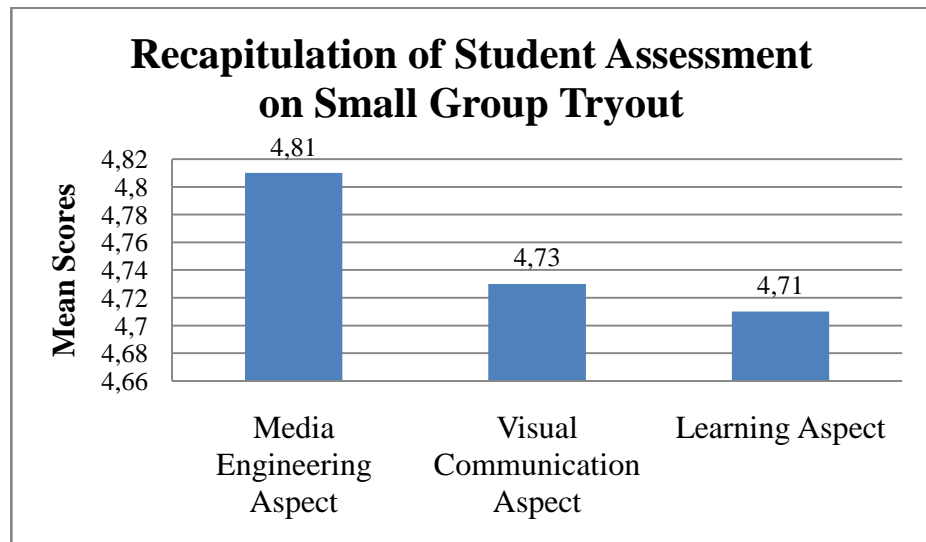


Figure 29. Bar Chart of Recapitulation Results of Student Assessment on Small Group Tryout

According to the table 19 known that the developed media in terms of the media engineering, visual communication, and learning aspects obtained average score of **4.75** which is in the range of $X > 4.20$ is "**Strongly Feasible**". Accounting Snake and Ladder media conclusion got an "A" in the category of "**Strongly Feasible**". In addition to providing an assessment, students are testing on a small group tryout also commented as follows:

- a) The design is attractive.
- b) The games can motivate learning.
- c) Fun, interesting, not boring, and easy to understand.
- d) Easy to manage, easy to use, very clear instructions, and use language that is both true and effective.

b. Product Revision Stage II

Researcher does not conduct the product revision stage II because of these reasons:

- 1) The conclusion based on the assessment of student in small group tryout shows that Accounting Snake and Ladder is Strongly Feasible to be used.
- 2) Mostly students give a positive response to the snake and ladder media.

c. Field Tryout

The field tryout conducted in class X SMK Muhammadiyah 1 Tempel on Friday, March 31, 2017 (07:10 to 09:25 GMT). On the implementation of these tryout involved 17 students. Students were divided into four groups to try using the developed media. According to the grouping, three groups consist of four students and one group contains five students. The groups namely Group 1, Group 2, Group 3, and Group 4. The group list can be seen on Appendix 6b. The duration of game, the answered questions and points that obtained by each group are presented in the following table.

Table 21. The Duration of Game and Points Obtained in Field Tryout

Time	Groups	Questions	Points
65 minutes	Group 1	36	46
	Group 2	28	37
	Group 3	43	82
	Group 4	32	40
Average Points			51.25

The table above shows that the average points obtained by students during 65 minutes was 51.25, with the answered questions were 28-43 questions. The points calculated based on the additional rules of points that obtained from answering the questions correctly (70%), the steps of pawn (15%), and the bonus from treasure chests (15%).

In this tryout, researcher deployed the questionnaires that were seen by assessment of the media engineering, visual communication, and learning aspects of students. Based on the results of the assessment of students on field tryout (Appendix 6c) recapitulation were obtained as follows:

Table 22. Recapitulation Results of Student Assessment on Field Tryout

No.	Assessment Aspect	Average Score	Grade	Category
1.	Media Engineering Aspect	4.38	A	Strongly Feasible
2.	Visual Communication Aspect	4.30	A	Strongly Feasible
3.	Learning Aspect	4.31	A	Strongly Feasible
Average Score		4.33	A	Strongly Feasible

Source: Research development data were processed

Recapitulation results of student assessment on the field tryout can be presented by this following chart:

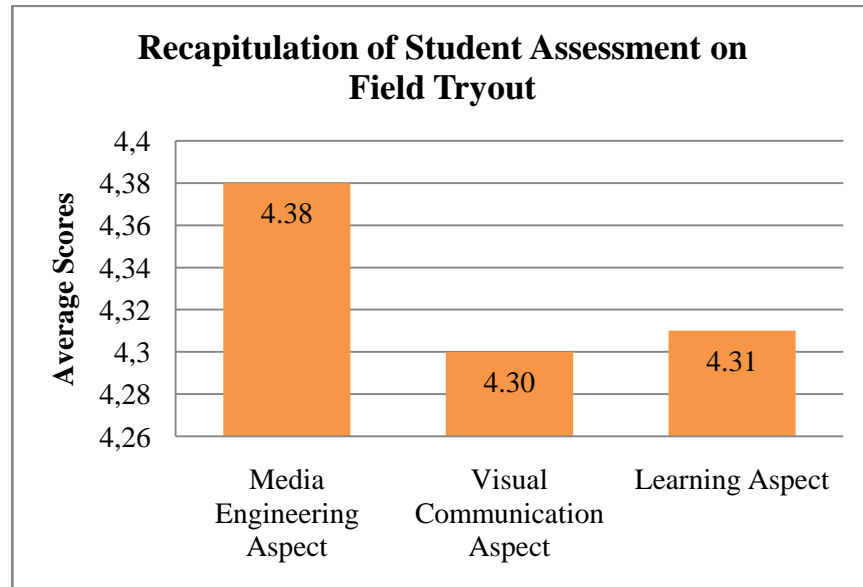


Figure 30. Bar Chart of Recapitulation Result of Student Assessment on Field Tryout

According to the table 20 known that the developed media in terms of the media engineering, visual communication, and learning aspects of the student on-field tryout were obtained that the average score of **4.33** which is in the range of $X > 4.20$ is "**Strongly Feasible**". In conclusion, Accounting Snake and Ladder media got an "**A**" in the category of "**Strongly Feasible**".

In addition to provide an assessment, students also provided comments and suggestions. The comments and suggestions revision of the students are as follows:

- a) Media snake and ladder is interesting, exciting, fun, easy to understand and in accordance with the basic competencies.

- b) This media makes learning motivation is increased because it is not only learning but also with playing the game.
- c) Insufficient time allocation.
- d) It needs much improved the quality of the board, colors, pictures, and text in order to seem more attractive.

d. Product Revision Stage III

Researcher does not conduct the product revision stage III because of these reasons.

- 1) The conclusion based on the assessment of students in field tryout shows that Accounting Snake and Ladder is Strongly Feasible to be used.
- 2) The duration of the game is suitable with the duration of learning activities in the classroom which for one meeting lasts for 3×45 minutes.
- 3) Students' comments related to their subjective point of view and does not representing the majority students in field tryout.

5. Evaluation Stage

a. Obtain the Final Product

The final product of Accounting Snake and Ladder is obtained after validated and revised based on the suggestions from experts. Here are the spesifications of Accounting Snake and Ladder final product:

Table 23. Spesification of Accounting Snake and Ladder Final Product

No.	Component	Specification
1.	Game Board	There are 100 plots with additional pictures (snakes, ladders, mr. owl, <i>pak de semar</i> , bombs, treasure chests, grasses, stones, trees, buildings, etc.). Printed on the camel vinyl sticker paper, covered by scotlet, packed on the wooden board matter. The size is 33 cm x 46 cm.
2.	Dice	There is one dice. The sixth side of the dice has two colors on each side, red and blue. The size is 1 cm x 1 cm.
3.	Pawns	There are four colored pawns (red, yellow, blue, green). The diameter is 1 cm.
4.	Cards	There are two size of cards: - The cards with size as 8 cm x 6 cm are Material Cards (16 pieces), Question Cards (50 pieces), and Motivation Cards (30 pieces). - The cards with size as 5 cm x 4 cm are Point Cards. There are 65 Point Cards, Point Cards number 1 (15 pieces), Point Cards number 2 (8 pieces), Point Cards number 3 (27 pieces) and Point Cards number 5 (15 pieces). Printed on ivory paper 260 grams.
5.	Game Rules	There are two sides. Printed on ivory paper size as A5, 260 grams.
6.	The box of cards	There are four differential boxes used to put the material cards, question cards, motivation cards and point cards.
7.	Handout of The Learning Material and Question	Printed on HVS paper size as A5, 70 grams.
8.	Student Answer Paper	Printed on HVS paper size as A5, 70 grams.

b. Measure the Achivement of the Developed Product Objectives

This stage is an evaluation to determine the effectiveness of media development in improving students' learning motivation. The improvement of student motivation can be seen from the

measurements before and after the learning motivation using a questionnaire Likert-scale. The questionnaire contains 27 items which assessed as the valid statements with details of 24 items are positive statements and 3 items is negative statements. Questionnaires have been through an empirical test with Cronbach's Alpha value of 0.860 with instrument reliability criteria ≥ 0.600 (Appendix 2f).

Students asked to fill the motivation questionnaire twice. First, students fill the questionnaire before the students use Accounting Snake and Ladder as a learning media. Second, the students fill the questionnaire after the students use Accounting Snake and Ladder as a learning media. The questionnaire used in the measurement of learning motivation is a questionnaire with the same item statements. Furthermore, the measurement results of motivation before and after using the learning media will be compared. Then, it can be seen the improvement of students' learning motivation.

Based on the measurement of students' learning motivation before and after using the learning media, it can be concluded that the development of Accounting Snake and Ladder can improve the students' learning motivation 2.79% that is from 83.27% to 86.06%. The recapitulation of motivation score before using Accounting Snake and Ladder is in Appendix 7a and the recapitulation of motivation score after using Accounting Snake and Ladder is in Appendix 7b.

Motivation score before using Accounting Snake and Ladder

$$= \frac{\text{Motivation Result Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{1911}{17 \times 5 \times 27} \times 100\% = \mathbf{83.27\%}$$

Motivation score after using Accounting Snake and Ladder

$$= \frac{\text{Motivation Result Score}}{\text{Maximum Score}} \times 100$$

$$= \frac{1975}{17 \times 5 \times 27} \times 100\% = \mathbf{86.06\%}$$

Then, the measurement of students' learning motivation improvement was done by using a gain score. Here is a measurement of the improvement of student motivation by using a gain score.

$$g = \frac{\% \text{ average of final motivation} - \% \text{ average of initial motivation}}{100 - \% \text{ average of initial motivation}}$$

$$g = \frac{86.06 - 83.27}{100 - 83.27}$$

$$g = \mathbf{0.20}$$

The calculation result using gain score is indicated that the Accounting Snake and Ladder as a learning media can improve the learning motivation in the class X Accounting as a size of **0.20**. The improvement of learning motivation is categorized as low as a gain value < 0.3 .

C. Discussion

1. Development of Accounting Snake and Ladder as A Learning Media in Special Journal Material

The procedure was adapted research and development activities ADDIE model of Dick and Carey (1996) in Endang Mulyatiningsih

(2011: 185-186). ADDIE Model consists of five stages: Analysis, Design, Development or Production, Delivery or Implementation, and Evaluation.

a. Analysis

The appropriate product to be developed as a learning media in the competency standard of processing special journal entry is snakes and ladders. Snakes and ladders are a traditional game that is familiar to students and easy to play. Accounting Snake and Ladder media can be the right media on competency standard of processing special journal entry for this game are a great game to the learning while playing concept. With the existence of this concept, students can learn in a fun feel so that the students' motivation increases.

b. Design

The Researcher making the game concepts and design the learning media of Accounting Snake and Ladder. The Snake and ladder game modified by adding some components. Components in the game of Accounting Snake and Ladder includes a game board, dice, and pawns, game rules, material cards, question cards, motivation cards, points cards, student answer sheet and handout materials and questions.

The game board of Accounting Snake and Ladder has plots with 1-100 numbers, the size is 33 cm x 46 cm. Each player must pass through the plot when running the pawn. In the Accounting Snake and Ladder board, besides snakes and ladders, there are various signs that

help students learn about special journal material. The signs are Mr. Owl to take Material Card, Question Mark to take Question Card, *Pak De Semar* to take Motivation Cards, Treasure Chest as a bonus to ease students into champions, and bombs as obstacles inhibiting students become champions. The material card contains the learning material about special journals in trading company with a basic recording of a periodic method. Question card contains questions that consist of three types of questions includes multiple choice, short field, and transaction journal in a trading company. Motivation card contains motivational quotes of world figures. Point card contains the points obtained by the students when they answer successfully the questions and get the bonus. The concept has matured as a reference in the creation of Accounting Snake and Ladder media and then designed it by using Corel Draw X5.

c. Development or Production

The researcher has created the Accounting Snake and Ladder media by using Corel Draw X5. The Accounting Snake and Ladder media which has been printed out is validated by material experts and media expert to know the feasibility of media. Material experts are an Accounting lecturer in Faculty of Economics, Yogyakarta State University and Accounting teacher of SMK Muhammadiyah 1 Tempel. Media expert is an Accounting lecturer in Faculty of Economics, Yogyakarta State University. Researcher chose those

lecturers and teachers as the experts because they are competent in their fields.

d. Implementation or Delivery

This stage consists of a small group tryout and field tryout. The small group tryout conducted by the students to know the response of students about Accounting Snakes and Ladders as a learning media. The small group tryout involved eight students of class X Accounting SMK Muhammadiyah 2 Yogyakarta.

The field tryout involved all students at class X Accounting SMK Muhammadiyah 1 Tempel. At the time of execution of the field tryout, the students were very enthusiastic during learning by using the Accounting Snake and Ladder. Students tried to understand the learning material about the special journal and asked when encountering problems. Accounting Snake and Ladder recognized by the students could make learning more fun and the material becomes more easily understood.

e. Evaluation

The main objective of the development of Accounting Snake and Ladder is to improve students' learning motivation. Based on this research, Accounting Snake and Ladder can improve students' learning motivation even in the low category. At this stage, it can be concluded that the development of Accounting Snake and Ladder can be said effectively to use as a learning media.

2. The Feasibility of Accounting Snake and Ladder

The feasibility of media is gained based on the assessment of material experts (lecturer and teacher) and media expert. The explanation is as follows.

a. Material Experts

Material experts assess the feasibility of the media in terms of learning aspects. The validation results of the material experts are given in Appendix 3c. The feasibility assessment of the learning aspect consists of 20 statements. From the 20 statements, there are 14 items that received the highest average score in the category of Strongly Feasible. They are the suitability of the material with the basic competence, compliance of the material with the indicators of learning, suitability of material with the objectives of learning, growth motivation to learn, The material in accordance with the context of the trading company, Adequacy of the number of questions, The depth of the questions in accordance with the materials, the material is easy to understand, Systematical of mindset, Clarity of the question explanation, Clarity of study guide, Problem in accordance with the theories and concepts, and The answer keys in accordance with the questions. Assessment of the six statements others is feasible. The table below presents the average score of the results of the material experts' assessment of learning aspects is converted into a five scale value.

Table 24. The Recapitulation of Average Score and Result of Material Experts' Assessment

No.	Feasibility Aspect	Material Expert		Average	Grade	Category
		Lecturer	Teacher			
1.	Learning Aspect	4.80	4.10	4.45	A	Strongly Feasible

Source: Managed development data

Based on table 21 indicates that the assessment of snake and ladder that developed as a learning media from the learning aspect by all material experts obtained the average score of **4.45**. According to the table 8 regarding the conversion of scores into five scale value, the assessment of the material experts on the learning aspect lies in the range of $X > 4.20$ so that got an "A" in the category of "**Strongly Feasible**". This category has been eligible to the Accounting Snake and Ladder appropriate to use as a learning media for vocational high school students.

b. Media Expert

Media expert assesses the feasibility of the media in terms of the media engineering and visual communication aspects. The validation results from the media expert indicated on Appendix 4b. The Feasibility of media engineering aspects, 5 point statements obtained the mean score of **4.60** that is included in the category of "**Strongly Feasible**". Feasibility of visual communication aspects of 16 statements obtained the mean score of **4.31** that is included in the category of "**Strongly Feasible**". Total average score from media expert obtained **4.46** which categorized "**Strongly Feasible**".

The recapitulation results of average score and the feasibility assessment on media engineering and visual communication aspects by media expert can be seen in the table as follows.

Table 25. Recapitulation Results from Media Expert Assessment

No.	Assessment Aspect	Mean Score	Grade	Category
1.	Media Engineering Aspect	4.60	A	Strongly Feasible
2.	Visual Communication Aspect	4.31	A	Strongly Feasible
Total Average Score		4.46	A	Strongly Feasible

Source: Managed development data

Base on tables 22 known that the developed snake and ladder media in terms of the media engineering and visual communication aspects of the media expert obtained average score of **4.46**, According to the table 8 concerning the conversion of scores into five scale value, the assessment on the media engineering and visual communication aspects is in the range of $X > 4.20$ so that got an "A" grade which is include in the category of "**Strongly Feasible**". The category is already qualified on the feasibility of the developed accounting snake and ladder media. Thus accounting snake and ladder media fit for use as a learning media of students in vocational high school.

3. Students Assessment on Accounting Snake and Ladder

The subjects of small group tryout and field tryout in this development research were eight students of class X Accounting SMK Muhammadiyah 2 Yogyakarta and 17 students of class X Accounting

SMK Muhammadiyah 1 Tempel. Assessment of students to the snake and ladder media aims to determine the feasibility of snakes and ladders media in terms of material and media aspects. Students undertake an assessment of the media engineering, visual communication, and learning aspects.

a. Student Assessment on Small Group Tryout

The complete student assessment results to the small group tryout can be found in Appendix 5c.

- 1) The feasibility assessment of media engineering aspect consists of four statements obtained the mean score of **4.81** with the category of "**Strongly Feasible**". All statements rated Strongly Feasible, can be managed/ stored easily (maintainable), easy to use (usability), the clarity of the instructions for use of media, and the media packaging (board, card, dice, and pawns).
- 2) The Feasibility assessment of visual communication aspects consists of 10 statements obtained a mean score **4.73** with the category of "**Strongly Feasible**". All statements rated Strongly Feasible, namely communicative (using proper, correct, and effective grammar), the simplicity look of the game, the attractiveness of the media, the harmony of color selection, the attractiveness of the picture presented in the game, setting the layout (pictures and texts), the selection of letter types and font

size, the text readability, the attractiveness of the design, and the neatness of the design.

- 3) The feasibility assessment of learning aspect consists of six statements obtained the mean score of **4.71** with the category of **"Strongly Feasible"**. All statements rated Strongly Feasible, namely the suitability of the material with the basic competency, growing the learning motivation, actuality (conformity of media with the current conditions), the question language is easy to understand, the clarity of the question description, and completeness of coverage questions.

b. Student Assessment on Field Tryout

The result of students' assessment on a field tryout in full can be found in Appendix 6c.

- 1) The feasibility assessment of media engineering aspect consists of the four statements obtained the mean score of **4.38** in the category of **Strongly Feasible**. One point statement rated Feasible, which is can be managed/stored easily (maintainable) and three other statements rated Strongly Feasible, easy to use (usability), the clarity of game instructions and the media packaging (board, card, dice, and pawns).
- 2) The feasibility assessment of visual communication aspect consists of 10 statements obtained a mean score of **4.30** with the category of Strongly Feasible. Nine statements rated Strongly

Feasible, those are communicative, the simplicity look of the game, the attractiveness of media, the harmony of color selection, the attractiveness of the picture presented in the game, setting the layout, the selection the letter types and font size, the text readability, and the neatness of the design. One statement rated Feasible, namely the attractiveness of the design.

- 3) The feasibility assessment of learning aspect consists of six statements obtained the mean score of **4.31** in the category of **Strongly Feasible**. Three statements declared Strongly Feasible, namely the suitability of the material with the basic competency, growing the learning motivation, and actuality (conformity of media with the current conditions). Three statements expressed Feasible, namely, the question language is easy to understand, The clarity of the question's description, and the completeness of coverage questions.

Based on recapitulation of student assessment test overall small group obtained a mean score of **4.75** (table 19) and the assessment of students field tryout obtained an average overall score of **4.33** (table 20) based on a conversion table score on a scale of five value, the student assessment test small group tryout and field tryout, lies in the range of $X > 4.20$ so that got an "A" in the category of "**Strongly Feasible**". Thus, Accounting Snake and Ladder media appropriate to use as a learning media for students in vocational high school.

4. The Improvement of Students' Learning Motivation after Using Snake and Ladder Media

The objective of this study was to determine the improvement in student motivation after using Accounting Snake and Ladder as a learning media. Based on the results the conducted research, it can be concluded that the Accounting Snake and Ladder media can improve students' learning motivation **2.79%** that is from **83.27%** (before learning by using the media) to **86.06 %** (after learning by using the media). Based on the calculations using the gain score, the improvement of students' learning motivation is **0.20**. The improvement is included in the category of low due to the $\text{gain} < 0.3$.

Despite the increase in student motivation is still relatively low, but the results of this study in accordance with the theory described by Sanjaya (2013: 169) that one of the functions and roles of the media is to add student learning enthusiasm and motivation. Use of the media can increase students' learning motivation so that the students' attention to the learning material can be further increased. The results of this study are also consistent with the theory mentioned by Arsyad (2011: 15) One of the impressed, functions of a learning media is as an aid teaching that also affects the learning climate, conditions, and environment which organized and created by teachers. In the learning process, the media can enhance and direct the child's attention so that it can generate the motivation to learn, a more direct interaction between the students and the environment,

and the possibility of students to learn on their own according to their ability and interest.

It is also in accordance with the theories has proposed by Suprihatiningrum (2013: 320-321) that the learning media has the main function are the function of attention, motivation, affection, compensatory, psychomotor, and evaluation. Attentional function is attracted the attention of students to show something interesting from the media. The motivation function is awareness of students to study harder. The affection function is emotional awareness, and attitudes towards the subject matter and others. The compensatory function is accommodate students who are weak in accepting and understanding the lessons presented in text or verbal. The psychomotor function, allows students to perform an activity in the motor. The evaluation function is able to assess the student's ability to respond to learning.

D. Strengths and Weaknesses of Media

The strengths of Accounting Snake and Ladder as a developed learning media are as follows:

1. The game board has two functions: as a board game and as a packaging of other games devices (cards, game rules, etc.).
2. Accounting Snake and Ladder Media include the material card that allows students easy to understand the special journal material.

3. Accounting Snakes and Ladders media are equipped with a questions card that can be used to evaluate the students' understanding of the special journal material.
4. Accounting Snake and Ladder Media equipped with the motivation card that can be used to add the students' motivation in learning.
5. Accounting Snake and Ladder Media equipped with handout materials and questions that can be used by teachers and students who become a jury as a reference in the game.
6. On Accounting Snakes and Ladders, media provided the answer sheets for students which allow students to write answers to the multiple choice questions, short field questions, and processing of the special journal entry.
7. The types of questions are varied so students are not saturated when they work on the problems.
8. The game board matter made of wooden planks covered with stickers and scotlet so durable, not easy to wet and dirty.
9. This Accounting Snakes and Ladders Media can make learning more enjoyable so that can improve students' learning motivation.
10. This Accounting Snake and Ladder Media make students try to study independently and compete sportively.

The weaknesses of Accounting Snake and Ladder as a developed learning media are as follows:

1. The display of snake and ladder as a learning media is simple so that for some students still seen as less attractive.

2. The quality of the card box matter easy to peel or tear if not carefully unfolded.
3. Each player in the snake and ladder media has a different level of understanding so that players who have a higher level of understanding would be easier to answer the questions that are provided in the snake and ladder media.
4. If it is less clear when explaining the rules of games, then students will be confused in the running of the game.
5. The questions that are written on Question Cards have not been tested for validity.
6. When the media is implemented in a learning process, if the learning environment is not well controlled, it will make a rowdy in the classroom.

E. Limitation of Research and Development

The limitations of Accounting Snake and Ladder as a learning media based on research and development has been done are:

1. The observation has done without using guidelines of the problem indicators.
2. Accounting Snake and Ladder Media is only confined to processing the special journal entry with periodic recording methods.
3. The implementation of Accounting Snakes and Ladders as a learning media is only used to determine the improvement in students' learning motivation.
4. The media tryout is limited to class X Accounting in SMK Muhammadiyah 2 Yogyakarta and SMK Muhammadiyah 1 Tempel.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the research results and discussion, the conclusions are:

1. The development of Accounting Snake and Ladder as a learning media through five stages and shows the following results:
 - a. Analysis. Stage to analyze the learning process, learning media requirements, standards and basic competencies, indicators of basic competence, and the purpose of learning media.
 - b. Design. This stage is making a product design, arrange rules of the game, arrange media assessment instruments, and student's learning motivation instruments.
 - c. Development or Production. The step has done when the media is started to be made. The media is validated by material experts and media expert, and revised based on the suggestions from the experts.
 - d. Implementation. This stage aims to determine students' assessment of the developed snake ladder media. This stage is testing the product which involved 8 students of SMK Muhammadiyah 2 Yogyakarta in the small group tryout and 17 students of SMK Muhammadiyah 1 Tempel in the field tryout.
 - e. Evaluation. Evaluation stage is the final stage of the development procedure of Accounting Snake and Ladder which measured the

achievement of product development goals to improve Learning Motivation of class X Accounting SMK Muhammadiyah 1 Tempel.

2. The Feasibility of Accounting Snake and Ladder Media

a. Material Experts. Based on the assessment from the lecturer as a material expert is strongly feasible with a mean score of 4.80. While the assessment of teacher as a material expert is feasible with a mean score of 4.10. Total assessment by material experts obtained the average score of 4.45 with a strongly feasible category. This means that from the learning aspect, Accounting Snake and Ladder that developed is "Strongly Feasible" to be used as a learning media and applied to students.

b. Media expert. Based on the assessment from media expert is strongly feasible with a average score of 4.46. The score of the media engineering aspect is 4.60 and the mean score of visual communication aspect is 4.31. Both aspects are included in the category of strongly feasible. This means that from the media engineering and visual communication aspects, Accounting Snake and Ladder that developed is "Strongly Feasible" to be used as a learning media and applied to students.

3. Student's response known from the small group tryout in class X Accounting SMK Muhammadiyah 2 Yogyakarta and field tryout in class X Accounting SMK Muhammadiyah 1 Tempel based on the media engineering, visual communication, and learning aspects.

- a. Obtained score from the small group tryout is 4.75 which is include in “Strongly Feasible” category.
 - b. Obtained score from field tryout is 4.33 which is include in “Strongly Feasible” category.
4. The Accounting Snake and Ladder can improve students' learning motivation 2.79% that is from 83.27% to 86.06 %. Based on the calculation using the gain score, Accounting Snake and Ladder can improve students' learning motivation of 0.20. The improvement is included in the category of low due to the $\text{gain} < 0.3$.

B. Recommendations

Based on the results of research and development and the limitations that have been described, Accounting Snake and Ladder as a learning media still has many weaknesses. Therefore, some suggestions for utilization and further development of the product are as follows:

1. The observation will be better by using the guidelines of problem indicators, so that can prove the real problems before conducting research.
2. The material which contained in Accounting Snake and Ladder as a learning media is not only confined to a special journal entry, but also can be used to other learning material/subjects.
3. Implementation of Accounting Snake and Ladder as a learning media should be done on the larger sample testing to get a better result.
4. The question items that are written on question cards should be validated beforehand to determine its quality.

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APPENDICES

APPENDIX 1
FINAL PRODUCT

- a. Syllabus
- b. Lesson Plan
- c. Material, Questions and Answer Key
- d. Game Rules
- e. Final Product

Appendix 1.a. Syllabus

SILABUS
KOMPETENSI KEAHLIAN – AKUNTANSI

Nama Sekolah : SMK Muhammadiyah 1 Tempel
Mata Pelajaran : Kompetensi Kejuruan
Kelas/Semester : X / 2
Standar Kompetensi : Memproses Entry Jurnal
Kode : 119. KK. 3
Alokasi Waktu : 38 Jam Pelajaran @ 45 Menit

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
1. Mengelompokkan dokumen sumber	1.1.Memeriksa dokumen sumber <i>Perilaku yang didas-kan pada upaya menja-dikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan dan pekerjaan</i>	Jujur Jujur	<ul style="list-style-type: none"> ▪ Peralatan yang dibutuhkan untuk pengelolaan jurnal ▪ Data transaksi 	<ul style="list-style-type: none"> ▪ Menyiapkan pengelolaan entry jurnal dengan teliti dan lengkap ▪ Menyebutkan peralatan yang dibutuhkan untuk pengelolaan jurnal ▪ Mengidentifikasi data transaksi ▪ Menyiapkan pengelolaan buku 	<ul style="list-style-type: none"> ▪ Tes Tertulis ▪ Unjuk kerja 	menyiapkan alat/bahan untuk menghitung dan memindah bukukan transaksi ke dalam jurnal	Ketrampilan sosial Melakukan komunikasi kepada guru dan teman-nya melalui berta-nya,ber-penda-pat, dan menja-wab pertanyaan	8 (8)	8 (16)	3 (12)	<ul style="list-style-type: none"> ▪ Buku Akuntansi Keuangan , Drs. Suyoto, dkk ▪ Buku Akuntansi Keuangan, Drs. Hendi Soemantri ▪ SAK ▪ Akuntansi SMK, Dr. Sony Warsono,dkk.

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
	<p><i>dalam mengelompokkan doku-men sumber</i></p> <p>1.2.Memeriksa otorisasi oleh pihak yang berwenang dalam dokumen sumber</p> <p><i>Perilaku yang didasar-kan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tinda-kan dan pekerjaan dalam mengelompok-kan dokumen sumber</i></p>			jurnal							

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
2. Menyiapkan pengelolaan buku jurnal khusus	<p>2.1.Menyiapkan jurnal sesuai dengan waktu yang ditetapkan perusahaan <i>Sikap dan perilaku seseorang yang mau dan mampu melaksanakan tugas dan kewajibannya dalam menyiapkan jurnal</i></p> <p>2.2.Melakukan otorisasi jurnal sesuai dengan kebijakan dan prosedur perusahaan <i>Perilaku yang didasarkan pada upaya menjadikan</i></p>	<p>Tanggung Jawab</p> <p>jujur</p>	<ul style="list-style-type: none"> ▪ Kode akun ▪ Pengertian jurnal khusus ▪ Bentuk-bentuk jurnal khusus 	<ul style="list-style-type: none"> ▪ Menerapkan prinsip teknik pengkodean akun ▪ Membedakan jurnal umum dan jurnal khusus 	<ul style="list-style-type: none"> ▪ Unjuk kerja <p>Konten</p> <ul style="list-style-type: none"> ▪ Pengertian jurnal ▪ Macam dan bentuk jurnal 		<p>Perilaku berkarakter</p> <p>Membentuk perilaku siswa bertanggung jawab dan jujur</p>	19 (19)	19 (38)	3 (12)	<ul style="list-style-type: none"> ▪ Buku Akuntansi Keuangan , Drs. Suyoto, dkk ▪ Buku Akuntansi Keuangan, Drs. Hendi Soemantri ▪ SAK ▪ Akuntansi SMK, Dr. Sony Warsono,dkk.

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
	<i>dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan dan pekerjaan dalam menyiapkan jurnal</i>										
3. Melakukan pencatatan transaksi ke dalam jurnal khusus	3.1 Mencatat data ke dalam buku jurnal yang tepat dengan sistem secara akurat dan dalam jumlah yang benar <i>Perilaku yang didasarkan pada upaya menjadikan dirinya</i>	Jujur	<ul style="list-style-type: none"> Proses pencatatan jurnal khusus 	<ul style="list-style-type: none"> Melakukan pencatatan transaksi dalam jurnal khusus secara tepat, rapi dan teliti 	<ul style="list-style-type: none"> unjuk kerja Proses <ul style="list-style-type: none"> pencatatan transaksi kedalam jurnal 						<ul style="list-style-type: none"> Buku Akuntansi Keuangan , Drs. Suyoto, dkk Buku Akuntansi Keuangan, Drs. Hendi Soemantri SAK Akuntansi SMK, Dr. Sony Warsono,dkk.

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
	<p><i>sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan dan pekerjaan dalam menyiapkan jurnal</i></p> <p>3.2 Mengalokasikan transaksi secara tepat ke dalam sistem akun <i>Perilaku yang menunjukkan upaya sungguh-sungguh dalam menyelesaikan tugas dan mengatasi berbagai hambatan dalam menyiapkan</i></p>	Kerja keras									

Kompetensi Dasar	Indikator	Nilai Budaya Dan Karakter Bangsa	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian			Alokasi Waktu			Sumber Belajar
					Kognitif	Psikomotorik	Afektif	TM	PS	PI	
	<i>jurnal</i>										
4. Melakukan rekapitulasi jurnal khusus	4.1 Menyusun daftar rekapitulasi sesuai dengan format yang telah di sediakan <i>Sikap dan perilaku seseorang yang mau dan mampu melaksanakan tugas dan kewajibannya dalam menyusun daftar rekapitulasi jurnal khusus</i>	Tanggung Jawab	<ul style="list-style-type: none"> Rekapitulasi jurnal 	<ul style="list-style-type: none"> Teliti dalam menghitung dan melakukan rekapitulasi jurnal khusus 	<ul style="list-style-type: none"> Unjuk kerja Proses menghitung , dan rekapitulasi jurnal 			11 (11)	11 (22)	4 (16)	<ul style="list-style-type: none"> Buku Akuntansi Keuangan , Drs. Suyoto, dkk Buku Akuntansi Keuangan, Drs. Hendi Soemantri SAK Akuntansi SMK, Dr. Sony Warsono,dkk.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMK Muhammadiyah 1 Tempel

Kompetensi Keahlian : Akuntansi

Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)

Kelas/Semester : X/Genap

Tahun Pelajaran : 2016/2017

Alokasi Waktu : 3 x 45 menit (1 x Pertemuan)

Kode Kompetensi : 119. KK. 3

Standar Kompetensi : Memproses Entry Jurnal

Kompetensi Dasar : Melakukan Pencatatan Transaksi ke dalam Jurnal Khusus

Indikator :

1. Mencatat data ke dalam buku jurnal yang tepat dengan sistem secara akurat dan dalam jumlah yang benar.
2. Mengalokasikan transaksi secara tepat ke dalam sistem akun.

I. TUJUAN PEMBELAJARAN

1. Siswa dapat mencatat data ke dalam buku jurnal yang tepat dengan sistem secara akurat dalam jumlah yang benar.
2. Siswa dapat mengalokasikan transaksi secara tepat ke dalam sistem akun.

Nilai Karakter yang dikembangkan:

1. Jujur
2. Kerja keras

II. MATERI POKOK

Proses Pencatatan Jurnal Khusus

III. METODE PEMBELAJARAN

1. Demonstrasi
2. Praktik

3. Tanya jawab

IV. KEGIATAN PEMBELAJARAN

No.	Kegiatan Pembelajaran	Pengorganisasian	
		Peserta	Waktu
1.	Pendahuluan a. Salam pembuka dan berdoa. b. Pengkondisian kelas. c. Presensi kehadiran siswa. d. Memantau kesiapan siswa untuk belajar. e. Penyampaian kegiatan dan tujuan pembelajaran.	Kelas	10 menit
2.	Kegiatan Inti a. Eksplorasi 1) Guru memberikan sosialisasi mengenai komponen media pembelajaran ular tangga akuntansi. 2) Guru menjelaskan petunjuk penggunaan dan aturan permainan ular tangga akuntansi. 3) Siswa dibagi ke dalam 4 kelompok, masing-masing terdiri dari 1 juri dan 3-4 pemain. b. Elaborasi 1) Siswa bermain ular tangga akuntansi dan menjawab soal-soal jurnal khusus yang terdapat pada kartu soal. 2) Siswa mencatat jawaban dan perolehan poin pada lembar jawab yang sudah disediakan. c. Konfirmasi 1) Guru memeriksa hasil jawaban	Kelas	95 menit

No.	Kegiatan Pembelajaran	Pengorganisasian	
		Peserta	Waktu
	siswa. 2) Siswa diberikan kesempatan untuk bertanya mengenai materi yang belum dipahami. 3) Guru memberikan penguatan materi.		
3.	Penutup a. Guru bersama siswa menyimpulkan materi yang telah dipelajari. b. Siswa menghitung perolehan poin pemain untuk menentukan pemenang dari tiap kelompok. c. Guru memberikan <i>reward</i> bagi para pemenang. d. Siswa merapikan kembali perangkat permainan ular tangga akuntansi yang telah digunakan. e. Siswa mengisi <i>post test</i> (angket motivasi belajar) f. Guru menutup pelajaran dengan salam dan doa	Kelas	30 menit

V. SUMBER DAN MEDIA

1. Sumber

Sumber bahan pembelajaran yang digunakan adalah:

- Hendi Soemantri. (2015). *Akuntansi Perusahaan Dagang*. Bandung: CV. Armico.
- Toto Sucipto. (2009). *Akuntansi Kelas X SMK*. Jakarta: Yudhistira.

2. Media

Media yang digunakan dalam pembelajaran ini adalah Media Pembelajaran Ular Tangga Akuntansi “Jurnal Khusus”.

VI. PENILAIAN

A. Aspek Kognitif

Format Penilaian Aspek Kognitif

No.	Nama Siswa	Aspek			Total
		Pemahaman materi dan soal	Penyelesaian soal	Menjawab soal	

Pedoman Penskoran Aspek Kognitif

No.	Aspek	Skor	Uraian
1.	Pemahaman materi dan soal	0	Tidak ada usaha memahami materi dan soal
		1	Salah interpretasi materi dan soal keseluruhan
		2	Salah interpretasi sebagian materi dan soal
		3	Interpretasi materi dan soal benar seluruhnya
2.	Penyelesaian soal	0	Tidak ada usaha menyelesaikan soal
		1	Penyelesaian soal tidak sesuai prosedur
		2	Penyelesaian soal sebagian prosedurnya benar, namun masih terdapat kesalahan
		3	Prosedur sudah tepat
3.	Menjawab soal	0	Tidak ada jawaban
		1	Terdapat jawaban namun salah total
		2	Ada jawaban namun sebagian salah
		3	Jawaban benar/penyelesaian benar seluruhnya

Skor maksimum perangkat tes = 3 (skor maks. setiap indikator) x 3 (indikator) = 9

Penskoran nilai: $\frac{\text{total skor kognitif siswa}}{\text{skor maksimum}} \times 100$

B. Aspek Afektif

Format Penilaian Aspek Afektif

No.	Indikator Sikap Nama Siswa	Keterbukaan	Objektif	Teliti	Kedisiplinan	Kerjasama	Kejujuran	Tanggung jawab	Total

Skor untuk masing-masing sikap di atas, dirata-ratakan dan dikonversikan ke dalam bentuk kualitatif. Skala penilaian dibuat dengan rentang 1 sampai dengan 5. Penafsiran angka-angka tersebut adalah sebagai berikut:

1 = Sangat kurang, 2 = Kurang, 3 = Cukup, 4 = Baik, 5 = Sangat baik

Skor maksimum perangkat tes = 5 (skor maks. setiap indikator) x 7 (indikator) = 35

$$\text{Konversi nilai} = \frac{\text{Skor total sikap belajar siswa}}{\text{Skor maksimum perangkat tes}} \times 100$$

Konversi Skor Afektif

Skor Total	Nilai Konversi		Kategori
	Angka	Huruf	
29-35	81-100	A	Sangat baik
21-28	61-80	B	Baik
14-20	41-60	C	Cukup
7-13	20-40	D	Kurang

C. Aspek Psikomotorik

Format Penilaian Aspek Psikomotorik

No.	Nama Siswa	Melakukan pencatatan transaksi ke dalam buku jurnal menggunakan media permainan ular tangga (ASAL)	Skor	Total

Kriteria Pemberian Skor Aspek Psikomotorik

Skor	Uraian
0	Tidak mampu melakukan pencatatan jurnal seperti yang telah diinstruksikan
1	Kurang mampu melakukan pencatatan jurnal seperti yang telah diinstruksikan
2	Cukup mampu melakukan pencatatan jurnal seperti yang telah diinstruksikan
3	Sangat terampil melakukan pencatatan jurnal seperti yang telah diinstruksikan

Penskoran nilai: $\frac{\text{total skor psikomotorik siswa}}{\text{skor maksimum}} \times 100$

MATERI

Proses Pencatatan Jurnal Khusus

Jurnal khusus yang diperlukan dan sering digunakan dalam perusahaan dagang meliputi jurnal pembelian, jurnal penjualan, jurnal penerimaan kas, dan jurnal pengeluaran kas. Selain keempat jurnal khusus tersebut, masih diperlukan jurnal umum yang digunakan untuk mencatat transaksi yang tidak dapat dimasukkan ke dalam empat jurnal khusus.

1. Jurnal pembelian, digunakan untuk mencatat transaksi pembelian barang secara kredit.
2. Jurnal penjualan, digunakan untuk mencatat transaksi penjualan barang secara kredit.
3. Jurnal penerimaan kas, digunakan untuk mencatat transaksi penerimaan kas yang meliputi setoran modal dari pemilik, penjualan barang secara tunai, pinjaman uang, penerimaan piutang dagang, penerimaan pendapatan, penerimaan hadiah/donasi berupa uang tunai, dsb.
4. Jurnal pengeluaran kas, digunakan untuk mencatat transaksi pengeluaran tunai yang meliputi pengambilan prive oleh pemilik, pembelian barang secara tunai, pembayaran beban, pembayaran utang dagang, pemberian hadiah/donasi berupa uang tunai, dsb.
5. Jurnal umum, digunakan untuk mencatat transaksi keuangan yang tidak dapat dimasukkan ke dalam 4 jurnal khusus, misalnya terjadinya retur pembelian, retur penjualan, dsb.

Sistem pencatatan transaksi pada perusahaan dagang dapat dilakukan dengan dua cara, yaitu sistem periodik dan sistem perpetual. Pencatatan transaksi yang akan dibahas pada pertemuan ini hanya mengenai sistem periodik saja. Sistem pencatatan periodik adalah sistem yang tidak melakukan mutasi atas perkiraan persediaan barang dagang saat terjadi pembelian atau penjualan. Penilaian atas perkiraan tersebut dilakukan secara berkala untuk

periode tertentu. Pencatatan transaksi dengan sistem periodik adalah sebagai berikut.

Transaksi			Pencatatan Jurnal
Pembelian	1.	Pembelian barang dagang secara tunai/kredit	Pembelian Kas/Utang dagang
	2.	Retur Pembelian	Utang dagang Retur pembelian
	3.	Biaya angkut pembelian	Biaya angkut pembelian Kas
	4.	Pembayaran utang dalam periode diskon pembelian	Utang dagang Kas Potongan Pembelian
Penjualan	1.	Penjualan barang dagangan secara tunai/kredit	Kas/Piutang dagang Penjualan
	2.	Retur penjualan	Retur penjualan Piutang dagang
	3.	Pihak pembeli membayar dalam periode potongan	Kas Potongan penjualan Piutang dagang
	4.	Beban angkut penjualan	Beban angkut penjualan Kas

KISI-KISI SOAL ASAL (*ACCOUNTING SNAKE AND LADDER*)

Sekolah : SMK Muhammadiyah 1 Tempel
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Penulis : Epi Nuryanti

Alokasi waktu : 2 x 45 menit
Jumlah Soal : 50 butir soal

Kelas/ Smt	KD/Indikator	No.	Materi	Indikator Soal	Bentuk Soal	No. Soal	Jumlah	Poin*
X/II	KD 3 Melakukan pencatatan transaksi ke dalam jurnal khusus 3.1 Mencatat data ke dalam buku jurnal yang tepat dengan sistem secara akurat dan dalam jumlah yang benar 3.2 Mengalokasikan transaksi secara tepat ke dalam sistem akun	1.	Proses pencatatan jurnal khusus	Siswa dapat mencatat transaksi ke dalam buku jurnal yang tepat	Pilihan ganda	1, 2, 3, 4, 5, 6, 7	7	1
		2.	Proses pencatatan jurnal khusus	Siswa dapat mengidentifikasi transaksi ke dalam sistem akun	Pilihan ganda	8, 9, 10, 11, 12, 13, 14, 15	8	1
		3.	Proses pencatatan jurnal khusus	Siswa dapat mencatat transaksi ke dalam buku jurnal yang tepat	Isian singkat	16, 17, 18, 19, 20, 21, 22, 23	8	2
		4.	Proses pencatatan jurnal khusus	Siswa dapat mencatat transaksi ke dalam buku jurnal yang tepat dengan sistem akun secara akurat dalam jumlah yang benar	Uraian objektif	24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	27	3
TOTAL							50	112

*Ketentuan poin: jika siswa menjawab salah maka tidak mendapat poin

SOAL DAN KUNCI JAWABAN


Soal nomor 1 sampai dengan nomor 25 adalah soal dengan waktu pengerjaan maksimal 1 menit.

1. Transaksi yang dicatat pada jurnal pembelian adalah... (Poin 1)
 - a. Pembayaran utang dagang
 - b. Pembelian barang dagang secara tunai
 - c. Retur pembelian
 - d. Ongkos angkut pembelian
 - e. Pembelian barang dagang secara kredit**
2. Transaksi yang dicatat pada jurnal penjualan adalah... (Poin 1)
 - a. Retur penjualan
 - b. Penjualan barang dagang secara tunai
 - c. Penjualan barang dagang secara kredit**
 - d. Ongkos angkut penjualan
 - e. Potongan penjualan
3. Transaksi yang dicatat pada jurnal khusus penerimaan kas adalah... (Poin 1)
 - a. Pembelian barang dagang secara kredit
 - b. Pembayaran utang dalam periode potongan pembelian
 - c. Penjualan barang dagang secara tunai**
 - d. Penjualan barang dagangan secara kredit
 - e. Retur penjualan secara kredit
4. Transaksi yang dicatat pada jurnal khusus pengeluaran kas adalah... (Poin 1)
 - a. Retur pembelian
 - b. Pembelian barang dagang secara kredit
 - c. Penjualan barang dagang secara kredit
 - d. Ongkos angkut pembelian**
 - e. Penerimaan pelunasan piutang dari debitur
5. Transaksi pengambilan prive oleh pemilik, dicatat pada jurnal khusus... (Poin 1)
 - a. Pembelian
 - b. Penjualan
 - c. Penerimaan kas
 - d. Pengeluaran kas**
 - e. Umum

6. Transaksi yang dicatat pada jurnal umum adalah... (Poin1)
- a. Pembayaran gaji karyawan
 - b. Retur penjualan**
 - c. Penjualan barang dagang secara tunai
 - d. Pengambilan prive
 - e. Pemberian hadiah/donasi
7. Transaksi yang mempengaruhi akun pembelian dan utang dagang adalah... (Poin 1)
- a. Penjualan kredit
 - b. Penjualan tunai
 - c. Pembelian kredit**
 - d. Pembelian tunai
 - e. Retur pembelian
8. Pencatatan transaksi pembelian barang dagangan secara kredit yaitu... (Poin 1)
- a. Persediaan (D), Utang Dagang (K)
 - b. Persediaan (K), Utang Dagang (D)
 - c. Pembelian (D), Utang Dagang (K)**
 - d. Pembelian (D), Kas (K)
 - e. Persediaan (D), Kas (K)
9. Perusahaan membayar ongkos angkut pembelian secara tunai, jurnalnya yaitu... (Poin 1)
- a. Biaya angkut pembelian (D), Kas (K)**
 - b. Biaya angkut pembelian (D), Utang dagang (K)
 - c. Biaya angkut penjualan (D), Kas (K)
 - d. Biaya angkut penjualan (D), Utang dagang (K)
 - e. Pembelian (D), Kas (K)
10. Pencatatan transaksi pengembalian barang (retur) yang sudah dibeli secara kredit akibat adanya ketidaksesuaian pesanan yaitu... (Poin 1)
- a. Pembelian (D), Retur pembelian (K)
 - b. Piutang dagang (D), Retur pembelian (K)
 - c. Retur Pembelian (D), Piutang Dagang (K)
 - d. Kas (D), Retur Pembelian (K)
 - e. Utang Dagang (D), Retur Pembelian (K)**

11. Perusahaan membayar utang dalam periode potongan, jurnalnya yaitu... (Poin 1)
- a. **Utang dagang (D), Kas (K), Potongan pembelian (K)**
 - b. Piutang dagang (D), Kas (K), Potongan pembelian (K)
 - c. Utang dagang (D), Potongan pembelian (D), Kas (K)
 - d. Kas (D), Potongan pembelian (D), Utang dagang (K)
 - e. Kas (D), Piutang dagang (K), Potongan pembelian (K)
12. Pencatatan transaksi penjualan secara kredit yaitu... (Poin 1)
- a. Piutang Dagang (D), Utang Dagang (K)
 - b. Kas (D), Utang Dagang (K)
 - c. Kas (D), Penjualan (K)
 - d. **Piutang Dagang (D), Penjualan (K)**
 - e. Harga pokok penjualan (D), Persediaan (K)
13. Perusahaan menjual barang dagangan secara tunai, jurnalnya yaitu... (Poin 1)
- a. **Kas (D), Penjualan (K)**
 - b. Piutang dagang (D), Penjualan (K)
 - c. Harga pokok penjualan (D), Persediaan (K)
 - d. Kas (D), Potongan penjualan (K)
 - e. Potongan penjualan (D), Piutang dagang (K)
14. Perusahaan membayar tunai ongkos atas pengiriman barang yang dijual, jurnalnya yaitu... (Poin 1)
- a. Beban angkut penjualan (D), Utang dagang (K)
 - b. **Beban angkut penjualan (D), Kas (K)**
 - c. Biaya angkut pembelian (D), Kas (K)
 - d. Biaya angkut pembelian (D), Utang dagang (K)
 - e. Piutang dagang (D), Penjualan (K)
15. Terjadi transaksi pengambilan prive oleh pemilik, jurnalnya adalah... (Poin 1)
- a. Kas (D), Prive (K)
 - b. Prive (D), Utang dagang (K)
 - c. **Prive (D), Kas (K)**
 - d. Modal (D), Kas (K)
 - e. Prive (D), Modal (K)

16. Jurnal khusus yang digunakan oleh perusahaan dagang ada empat, yaitu... (Poin 2)

 **Jurnal pembelian, jurnal penjualan, jurnal penerimaan kas, jurnal pengeluaran kas.**

17. Transaksi pembayaran utang dicatat di jurnal... (Poin 2)

 **Pengeluaran kas**

18. Ketika perusahaan menerima pinjaman dari bank, maka dicatat di jurnal... (Poin 2)

 **Penerimaan kas**

19. Transaksi retur penjualan dan retur pembelian biasanya dicatat di jurnal... (Poin 2)

 **Umum**

20. Perusahaan membeli barang dagangan secara kredit, perusahaan akan mencatatnya pada jurnal... (Poin 2)

 **Pembelian**

21. Pencatatan akun piutang dagang di debet dan penjualan di kredit biasanya digunakan pada jurnal... (Poin 2)

 **Penjualan**

22. Sistem pencatatan transaksi pada perusahaan dagang dapat dilakukan dengan dua cara yaitu... (Poin 2)

 **Sistem periodik dan sistem perpetual**

23. Sistem yang tidak melakukan mutasi atas perkiraan persediaan barang dagang saat terjadi pembelian atau penjualan adalah... (Poin 2)

 **Sistem periodik**

Soal Nomor 24-50 adalah soal dengan waktu pengerjaan maksimal 3 menit.

Berikut ini adalah transaksi-transaksi yang terjadi pada PD ASAL JAYA selama bulan Januari 2015. (Poin 3 untuk tiap transaksi)

24. Pada tanggal 1 Januari, Tn. Indra mendirikan perusahaan dagang bernama PD ASAL JAYA dengan menyeter uang tunai sebagai modal usaha Rp. 2.000.000.

25. Pada tanggal 2 Januari, dibeli barang dagangan dari PT. Cahaya Rp. 3.000.000 faktur nomor 412, syarat pembayaran 2/10, n/30.

26. Pada tanggal 3 Januari, dibayar kepada PT. Express beban angkut barang dagangan yang dibeli dari PT. Cahaya sebesar Rp. 100.000.

27. Pada tanggal 4 Januari, dikirimkan kembali kepada PT. Cahaya sebagian barang yang dibeli tanggal 1 Januari 2015 seharga Rp. 1.500.000

28. Pada tanggal 5 Januari, dibeli tunai perlengkapan kantor dari PT. WS senilai Rp. 250.000.

29. Pada tanggal 7 Januari, dibeli barang dagangan Rp. 1.000.000 dari PT. Rajawali nomor faktur 121, syarat pembayaran 2/10, n/30.
30. Pada tanggal 9 Januari, dibeli dengan kredit dari PT. Sahabat barang dagangan Rp. 450.000 nomor faktur 612, syarat pembayaran 2/10, n/30.
31. Pada tanggal 10 Januari, dibeli tunai barang dagangan senilai Rp. 1.000.000 dari PT. Sukses.
32. Pada tanggal 11 Januari, dibayar kepada PT. Cahaya Rp 1.500.000 pelunasan faktur nomor 412 (menerima potongan 2%).
33. Pada tanggal 13 Januari, dijual dengan kredit kepada Toko 78 barang dagangan senilai Rp. 1.000.000. Nomor faktur 112 Syarat pembayaran 2/10, n/30
34. Pada tanggal 14 Januari, dibayar beban angkut barang yang dijual kepada PT. Express Rp. 100.000
35. Pada tanggal 15 Januari, Toko 78 mengembalikan barang yang rusak senilai Rp. 300.000.
36. Pada tanggal 16 Januari, dibeli barang dagangan dari PT Sripadi seharga Rp 850.000 baru dibayar sebagian. Nomor faktur 414, syarat pembayaran 2/10, n/30.
37. Pada tanggal 17 Januari, dijual tunai kepada Toko Sejahtera barang dagangan senilai Rp. 500.000.
38. Pada tanggal 18 Januari, dijual barang dagangan seharga Rp 1.250.000 kepada PD Subur, baru dibayar 20% dari total harga. Nomor faktur 222, syarat pembayaran 2/10, n/30.
39. Pada tanggal 19 Januari, dikembalikan kepada PT Sripadi barang dagangan yang rusak senilai Rp 125.000.
40. Pada tanggal 20 Januari, diterima pelunasan dari Toko 78 Rp 700.000 dengan potongan 2%.
41. Pada tanggal 21 Januari diterima pinjaman uang dari Bank BRI Rp. 10.000.000.
42. Pada tanggal 22 Januari dibayar gaji karyawan Rp. 500.000.
43. Pada tanggal 23 Januari dijual secara kredit barang dagangan kepada CV Sinar seharga Rp. 500.000, nomor faktur 122 EOM (*end of month*)
44. Pada tanggal 24 Januari Tn. Indra mengambil uang kas Rp 250.000 untuk keperluan pribadi.
45. Pada tanggal 25 Januari diterima pembayaran dari CV Sinar Rp. 300.000. Kuitansi no. 212
46. Pada tanggal 26 Januari dijual barang dagangan kepada PD Sukses Rp 300.000 nomor faktur 123, syarat pembayaran 2/10, n/30

- 47. Pada tanggal 27 Januari dibayar kepada PT Rajawali Rp 500.000.
- 48. Pada tanggal 28 Januari diterima retur dari PD Sukses senilai Rp 150.000
- 49. Pada tanggal 30 Januari dijual tunai barang dagangan kepada Tn. Agus Rp. 200.000.
- 50. Pada tanggal 31 Januari diterima pelunasan utang dari CV Sinar Rp 200.000.

Kunci Jawaban Soal Transaksi pada PD ASAL JAYA

Jurnal Pembelian

Tanggal		No. Faktur	Keterangan	Syarat Pembayaran	Ref	Debet				Kredit
						Pembelian	Serba-serbi			Utang Dagang
							Akun	Ref	Jumlah	
2015										
Jan	02	412	PT. Cahaya	2/10, n/30		Rp 3.000.000				Rp 3.000.000
	07	121	PT. Rajawali	2/10, n/30		Rp 1.000.000				Rp 1.000.000
	09	612	PT. Sahabat	2/10, n/30		Rp 450.000				Rp 450.000
	16	414	PT. Sripadi	2/10, n/30		Rp 425.000				Rp 425.000

Jurnal Penjualan

Tanggal		No. Faktur	Keterangan	Syarat Pembayaran	Ref	Debet	Kredit			
						Piutang dagang	Penjualan	Serba-serbi		
								Nama akun	Ref	Jumlah
2015										
Jan	13	112	Toko 78	2/10, n/30		Rp 1.000.000	Rp 1.000.000			
	18	222	PD Subur	2/10, n/30		Rp 1.000.000	Rp 1.000.000			
	23	122	CV Sinar	EOM		Rp 500.000	Rp 500.000			
	26	123	PD Sukses	2/10, n/30		Rp 300.000	Rp 300.000			

Jurnal Penerimaan Kas

Tanggal		Keterangan	Ref	Debet		Kredit				
				Kas	Potongan Penjualan	Piutang dagang	Penjualan	Serba-serbi		
								Akun	Ref	Jumlah
2015										
Jan	01	Penyetoran Modal Tn. Indra		Rp 2.000.000				Modal Tn. Indra		Rp 2.000.000
	17	Barang dagangan		Rp 500.000			Rp 500.000			
	18	PD Subur		Rp 250.000			Rp 250.000			
	20	Toko 78		Rp 686.000	Rp 14.000	Rp 700.000				
	21	Bank BRI		Rp 10.000.000				Utang bank		Rp 10.000.000
	25	CV Sinar		Rp 300.000		Rp 300.000				
	30	Tn. Agus		Rp 200.000			Rp 200.000			
	31	CV Sinar		Rp 200.000		Rp 200.000				

Jurnal Pengeluaran Kas

Tanggal		Keterangan	Ref	Debet				Kredit	
				Utang Dagang	Pembelian	Serba-serbi		Potongan Pembelian	Kas
						Akun	Ref		
2015									
Jan	03	Beban angkut pembelian				Beban angkut pembelian		Rp 100.000	Rp 100.000
	05	Perlengkapan kantor				Perlengkapan kantor		Rp 250.000	Rp 250.000
	10	Barang			Rp 1.000.000				Rp 1.000.000

Tanggal		Keterangan	Ref	Debet					Kredit	
				Utang Dagang	Pembelian	Serba-serbi			Potongan Pembelian	Kas
						Akun	Ref	Jumlah		
2015										
		dagangan								
	11	PT. Cahaya		Rp 1.500.000					Rp 30.000	Rp 1.470.000
	14	Beban angkut penjualan				Beban angkut penjualan		Rp 100.000		Rp 100.000
	16	PT. Sripadi			Rp 425.000					Rp 425.000
	22	Beban gaji				Beban gaji		Rp 500.000		Rp 500.000
	24	Prive Tn. Indra				Prive Tn. Indra		Rp 250.000		Rp 250.000
	27	PT. Rajawali		Rp 500.000						Rp 500.000

Jurnal Umum

Tanggal		Akun	Ref	Debet	Kredit
2015					
Jan	04	Utang dagang		Rp 1.500.000	
		Retur pembelian			Rp 1.500.000
		(PT. Cahaya)			
	15	Retur penjualan		Rp 300.000	
		Piutang dagang			Rp 300.000
		(Toko 78)			
	19	Utang dagang		Rp 125.000	
		Retur pembelian			Rp 125.000
		(PT Sripadi)			
	28	Retur penjualan		Rp 150.000	
		Piutang dagang			Rp 150.000
		(PD Sukses)			

GAME RULES
(PERATURAN PERMAINAN)

A. Pemain

Permainan ASAL (*Accounting Snake And Ladder*) dimainkan oleh 3-5 orang.

1. Permainan 3-4 orang disebut sebagai permainan 1 lawan 1 (terdiri dari 2-3 pemain dan 1 juri).
2. Permainan 5 orang disebut sebagai permainan 2 lawan 2 (terdiri dari 4 pemain/2 tim dan 1 juri).

B. Juri

Juri bertugas memegang kunci jawaban dan memberikan poin kepada pemain/tim. Juri berkewajiban menjelaskan soal yang tidak bisa dijawab oleh pemain/tim.

C. Pelaksanaan Permainan

1. Setiap pemain dalam permainan 1 lawan 1 hanya diberi 1 bidak untuk menjalankan permainan.
2. Setiap pemain/tim dalam permainan 2 lawan 2 diberi 2 bidak untuk menjalankan permainan.
3. Pemain melakukan hompimpah/suit untuk menentukan pemain yang maju dan seterusnya.
4. Pemain melempar dadu.
5. Pemain menjalankan bidaknya sesuai dengan jumlah titik dadu yang didapatkan.

6. Pemain harus mengikuti perintah sesuai dengan tanda yang tertera pada petak tempat bidak dijalankan. Tanda yang akan ditemui adalah Ular, Tangga, Mr. Owl, Tanda Tanya, Pak De Semar, Peti Harta, dan Bom.
- a. Ular, rintangan yang dialami pemain/tim untuk memperlambat menjadi juara. Pemain/tim wajib turun ke petak yang ditunjuk oleh kepala ular.
 - b. Tangga, bantuan kepada pemain/tim untuk dapat mempercepat menjadi juara. Pemain/tim wajib menaiki tangga dan menjawab soal.
 - c. *Mr. Owl*, tanda untuk mengambil kartu materi yang memudahkan pemain menjawab soal-soal. Pemain yang mendapatkan kartu materi wajib membacakan kartu materi 1 kali tanpa pengulangan sementara pemain lain wajib menyimak. Pemain yang mendapatkan kartu materi boleh menyimpan dan menggunakan kartu materi sebagai bantuan dalam menjawab soal.
 - d. Tanda Tanya, tanda untuk mengambil kartu soal. Pemain membacakan soal dan mengerjakan sendiri/dengan tim masing-masing. Semua pemain/tim wajib mengerjakan soal dengan waktu yang bersamaan. Waktu pengerjaan soal pencatatan transaksi maksimal 3 menit dan soal teori (soal pilihan ganda dan isian singkat) maksimal 1 menit.
 - e. Pak De Semar, tanda untuk mengambil kartu motivasi. Pemain membacakan kartu motivasi untuk diambil hikmah/pelajaran.

- f. Peti Harta, tanda bahwa pemain mendapatkan bonus untuk maju 3 langkah atau tambahan 5 poin (pemain hanya boleh memilih salah satu).
- g. Bom, tanda bahwa pemain harus mundur 3 langkah atau memberikan 5 poin kepada tim lawan.

D. Poin

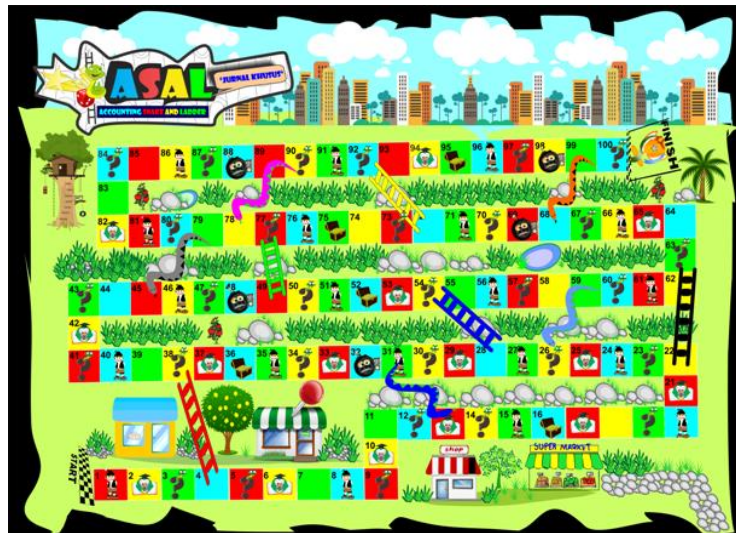
- 1. Pemain/tim yang menjawab soal dengan benar akan mendapatkan poin sesuai dengan yang tertera pada kartu soal (1 poin, 2 poin, 3 poin).
- 2. Pemain/tim yang menjawab salah, tidak mendapatkan poin.

E. Pemenang

Pemain yang mencapai petak 100 dan mendapat poin tertinggi adalah PEMENANGNYA.

PRODUK AKHIR ULAR TANGGA AKUNTANSI

Papan Ular Tangga Akuntansi



Kartu Materi





Kartu Soal



ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Transaksi pengambilan prive oleh pemilik, dicatat pada jurnal khusus...

- Pembelian
- Penjualan
- Penerimaan kas
- Pengeluaran kas
- Umum

5

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Transaksi yang dicatat pada jurnal umum adalah...

- Pembayaran gaji karyawan
- Retur penjualan
- Penjualan barang dagang secara tunai
- Pengambilan prive
- Pemberian hadiah/donasi

6

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Transaksi yang mempengaruhi akun pembelian dan utang dagang adalah...

- Penjualan kredit
- Penjualan tunai
- Pembelian kredit
- Pembelian tunai
- Retur pembelian

7

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Pencatatan transaksi pembelian barang dagangan secara kredit yaitu...

- Persediaan (D), Utang dagang (K)
- Persediaan (K), Utang dagang (D)
- Pembelian (D), Utang dagang (K)
- Pembelian (D), Kas (K)
- Persediaan (D), Kas (K)

8

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Perusahaan membayar ongkos angkut pembelian secara tunai, jurnalnya yaitu...

- Biaya angkut pembelian (D), Kas (K)
- Biaya angkut pembelian (D), Utang dagang (K)
- Biaya angkut penjualan (D), Kas (K)
- Biaya angkut penjualan (D), Utang dagang (K)
- Pembelian (D), Kas (K)

9

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Pencatatan transaksi pengembalian barang (retur) yang sudah dibeli secara kredit akibat adanya ketidaksesuaian pesanan yaitu...

- Pembelian (D), Retur pembelian (K)
- Piutang dagang (D), Retur pembelian (K)
- Retur pembelian (D), Piutang dagang (K)
- Kas (D), Retur pembelian (K)
- Utang dagang (D), Retur pembelian (K)

10

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Perusahaan membayar utang dalam periode potongan, jurnalnya yaitu...

- Utang dagang (D), Kas (K), Potongan pembelian (K)
- Piutang dagang (D), Kas (K), Potongan pembelian (K)
- Utang dagang (D), Potongan pembelian (D), Kas (K)
- Kas (D), Potongan pembelian (D), Utang dagang (K)
- Kas (D), Piutang dagang (K), Potongan pembelian (K)

11

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Pencatatan transaksi penjualan secara kredit yaitu...

- Piutang dagang (D), Utang dagang (K)
- Kas (D), Utang dagang (K)
- Kas (D), Penjualan (K)
- Piutang dagang (D), Penjualan (K)
- Harga pokok penjualan (D), Persediaan (K)

12

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Perusahaan menjual barang dagangan secara tunai, jurnalnya yaitu...

- Kas (D), Penjualan (K)
- Piutang dagang (D), Penjualan (K)
- Harga pokok penjualan (D), Persediaan (K)
- Kas (D), Potongan penjualan (K)
- Potongan penjualan (D), Piutang dagang (K)

13

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Perusahaan membayar tunai ongkos atas pengiriman barang yang dijual, jurnalnya yaitu...

- Beban angkut penjualan (D), Utang dagang (K)
- Beban angkut penjualan (D), Kas (K)
- Biaya angkut pembelian (D), Kas (K)
- Biaya angkut pembelian (D), Utang dagang (K)
- Piutang dagang (D), Penjualan (K)

14

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 1

Terjadi transaksi pengambilan prive oleh pemilik, jurnalnya adalah...

- Kas (D), Prive (K)
- Prive (D), Utang dagang (K)
- Prive (D), Kas (K)
- Modal (D), Kas (K)
- Prive (D), Modal (K)

15

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 2

Jurnal khusus yang digunakan oleh perusahaan dagang ada empat, yaitu...

16

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 2

Transaksi pembayaran utang dicatat di jurnal...

17

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 2

Ketika perusahaan menerima pinjaman dari bank, maka dicatat di jurnal...

18

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 2

Transaksi retur penjualan dan retur pembelian biasanya dicatat di jurnal...

19

ASAL "JURNAL KHUSUS"
ACCOUNTING AND LOGIC

Poin: 2

Perusahaan membeli barang dagangan secara kredit, perusahaan akan mencatatnya pada jurnal...

20





Kartu Motivasi





Kartu Poin



Kemasan Kartu Materi



Kemasan Kartu Soal



Kemasan Kartu Motivasi



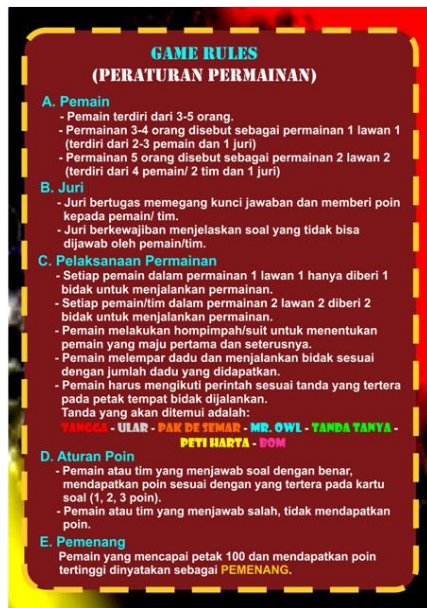
Kemasan Kartu Poin



Label Kemasan Dadu dan Bidak



Peraturan Permainan



1 Set Ular Tangga Akuntansi

Papan Ular Tangga Akuntansi



Dadu, Bidak, dan Kemasannya



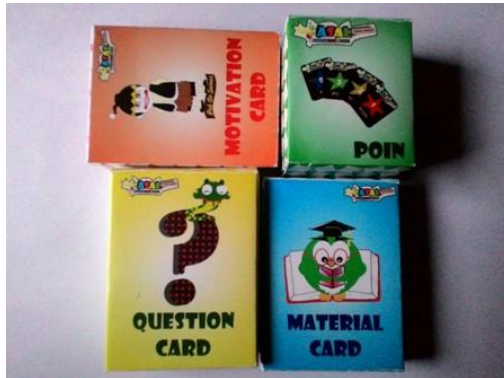
Kartu Materi, Kartu Soal, dan Kartu Motivasi



Kartu Poin



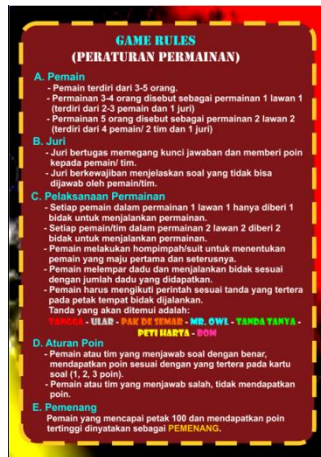
Kemasan Kartu Tampak Depan



Kemasan Kartu Tampak Belakang



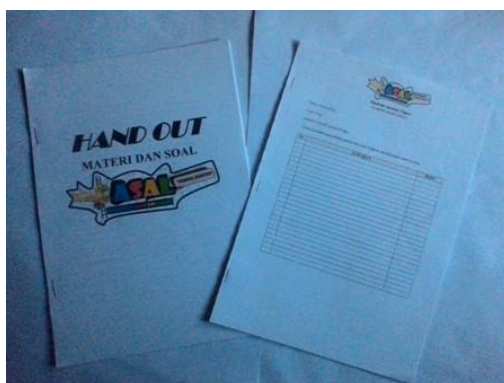
Aturan Permainan Tampak Depan



Aturan Permainan Tampak Belakang



Handout Materi dan Soal, serta Lembar Jawab Siswa



1 Set Ular Tangga Akuntansi untuk dimainkan



APPENDIX 2

RESEARCH INSTRUMENTS

- a. Material Experts Validation Instrument
- b. Media Expert Validation Instrument
- c. Student of Small Group Try Out Assessment Instrument
- d. Student of Field Tryout Assessment Instrument
- e. Student Learning Motivation Questionnaire Before Validity and Reliability Test
- f. The Result of Validity and Reliability test of Student Learning Motivation Questionnaire
- g. Student Learning Motivation Questionnaire After Validity and Reliability Test

LEMBAR VALIDASI AHLI MATERI

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Materi : Adeng Pustikaningsih, S.E., M.Si., Akt.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check list* (✓) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

A. Penilaian Materi

No.	Aspek Pembelajaran	Nilai				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi dasar					
2.	Kesesuaian materi dengan indikator pembelajaran					
3.	Kesesuaian materi dengan tujuan pembelajaran					
4.	Penumbuhan motivasi belajar					
5.	Materi sesuai dengan konteks perusahaan dagang					
6.	Aktualitas (sesuai dengan kondisi sekarang)					
7.	Kecukupan jumlah soal					
8.	Kelengkapan cakupan soal					
9.	Tingkat kesulitan soal sesuai dengan materi					
10.	Variasi soal					
11.	Kedalaman soal sesuai materi					
12.	Materi mudah untuk dipahami					
13.	Bahasa soal mudah dipahami					
14.	Keruntutan alur piker					
15.	Kejelasan uraian soal					
16.	Kejelasan petunjuk belajar					
17.	Terdapat transaksi dalam perusahaan dagang yang disederhanakan					
18.	Ketepatan dalam menggunakan istilah dan pernyataan					
19.	Soal sesuai dengan teori dan konsep					
20.	Kunci jawaban sesuai dengan soal					

B. Kebenaran Materi

No.	Jenis Kesalahan	Saran Perbaikan

C. Komentari/Saran

D. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

1. Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Sleman, _____

Ahli Materi

Adeng Pustikaningsih, S.E., M.Si., Akt.

LEMBAR VALIDASI AHLI MATERI

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Materi : Erma Wulandari, S. Pd.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check list* (✓) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

A. Penilaian Materi

No.	Aspek Pembelajaran	Nilai				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi dasar					
2.	Kesesuaian materi dengan indikator pembelajaran					
3.	Kesesuaian materi dengan tujuan pembelajaran					
4.	Penumbuhan motivasi belajar					
5.	Materi sesuai dengan konteks perusahaan dagang					
6.	Aktualitas (sesuai dengan kondisi sekarang)					
7.	Kecukupan jumlah soal					
8.	Kelengkapan cakupan soal					
9.	Tingkat kesulitan soal sesuai dengan materi					
10.	Variasi soal					
11.	Kedalaman soal sesuai materi					
12.	Materi mudah untuk dipahami					
13.	Bahasa soal mudah dipahami					
14.	Keruntutan alur piker					
15.	Kejelasan uraian soal					
16.	Kejelasan petunjuk belajar					
17.	Terdapat transaksi dalam perusahaan dagang yang disederhanakan					
18.	Ketepatan dalam menggunakan istilah dan pernyataan					
19.	Soal sesuai dengan teori dan konsep					
20.	Kunci jawaban sesuai dengan soal					

B. Kebenaran Materi

No.	Jenis Kesalahan	Saran Perbaikan

C. Komentari/Saran

D. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

1. Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Sleman, _____

Ahli Materi

Erma Wulandari, S.Pd.

KUESIONER LEMBAR VALIDASI AHLI MEDIA

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Media : Rizqi Ilyasa Aghni, S.Pd, M.Pd.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli media terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda (√) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

A. Penilaian Media

No.	Aspek	Nilai				
		1	2	3	4	5
Aspek Rekayasa Media						
1.	Dapat dipelihara/dikelola dengan mudah					
2.	Mudah digunakan					
3.	Kejelasan petunjuk penggunaan media					
4.	Perangkat permainan bervariasi					
5.	Reusabilitas (dapat digunakan kembali)					
Aspek Komunikasi Visual						
6.	Bahasa mudah dipahami (komunikatif)					
7.	Media menarik (kreatif dan inovatif)					
8.	Tampilan sederhana					
9.	Jenis huruf mudah dibaca					
10.	Ukuran huruf sesuai dan mudah dibaca					
11.	Pengaturan jarak (huruf, baris, karakter)					
12.	Kemenarikan gambar yang disajikan					
13.	Ketepatan penempatan gambar					
14.	Keseimbangan proporsi gambar					
15.	Kesesuaian gambar dengan ilustrasi					
16.	Pengaturan tata letak					
17.	Komposisi warna					
18.	Pemilihan warna serasi					
19.	Kerapian desain					
20.	Kemenarikan desain					
21.	Kesesuaian desain dengan materi					

B. Kebenaran Media

No.	Jenis Kesalahan	Saran Perbaikan

C. Komentari/Saran

D. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

1. Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Sleman, _____

Ahli Media

Rizqi Ilyasa Aghni, S.Pd., M.Pd.

LEMBAR KUESIONER UJI COBA KELOMPOK KECIL

Nama Siswa : _____

Kelas : _____

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)

Peneliti : Epi Nuryanti

Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat siswa terhadap kelayakan media pembelajaran Ular Tangga yang dikembangkan, khususnya pada materi Jurnal Khusus. Pendapat, kritik, saran, penilaian, dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Berilah tanda *check list* (✓) untuk setiap pernyataan pada kolom alternatif jawaban sesuai dengan keadaan Anda!

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Saudara untuk mengisi lembar validasi ini saya ucapkan terima kasih. Penilaian yang Saudara berikan tidak akan berpengaruh pada nilai mata pelajaran akuntansi Saudara di sekolah.

Penilaian Media dan Materi

No.	Aspek	Nilai				
		1	2	3	4	5
Aspek Rekayasa Media						
1.	Mudah dikelola/disimpan					
2.	Mudah digunakan					
3.	Kejelasan petunjuk permainan					
4.	Pengemasan media (papan, kartu, dadu dan bidak)					
Aspek Komunikasi Visual						
5.	Komunikatif (menggunakan bahasa yang baik, benar, dan efektif)					
6.	Kesederhanaan tampilan permainan					
7.	Media menarik					
8.	Keserasian pemilihan warna					
9.	Kemenarikan gambar yang disajikan pada permainan					
10.	Pengaturan tata letak (gambar dan teks)					
11.	Pemilihan jenis dan ukuran huruf yang digunakan					
12.	Keterbacaan teks					
13.	Kemenarikan desain					
14.	Kerapian desain					
Aspek Pembelajaran						
15.	Kesesuaian materi dengan kompetensi dasar					
16.	Penumbuhan motivasi belajar					
17.	Aktualitas (kesesuaian dengan kondisi sekarang)					
18.	Kemudahan bahasa soal untuk dipahami					
19.	Kejelasan uraian soal					
20.	Kelengkapan cakupan soal					

Komentar/Saran

Yogyakarta, _____

Siswa

.....

LEMBAR KUESIONER UJI COBA LAPANGAN

Nama Siswa : _____

Kelas : _____

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)

Peneliti : Epi Nuryanti

Petunjuk:

Lembar validasi ini dimaksudkan untuk mengetahui pendapat siswa terhadap kelayakan media pembelajaran Ular Tangga yang dikembangkan, khususnya pada materi Jurnal Khusus. Pendapat, kritik, saran, penilaian, dan komentar siswa akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Berilah tanda *check list* (✓) untuk setiap pernyataan pada kolom alternatif jawaban sesuai dengan keadaan Anda!

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Saudara untuk mengisi lembar validasi ini saya ucapkan terima kasih. Penilaian yang Saudara berikan tidak akan berpengaruh pada nilai mata pelajaran akuntansi Saudara di sekolah.

Penilaian Media dan Materi

No.	Aspek	Nilai				
		1	2	3	4	5
Aspek Rekayasa Media						
1.	Mudah dikelola/disimpan					
2.	Mudah digunakan					
3.	Kejelasan petunjuk permainan					
4.	Pengemasan media (papan, kartu, dadu dan bidak)					
Aspek Komunikasi Visual						
5.	Komunikatif (menggunakan bahasa yang baik, benar, dan efektif)					
6.	Kesederhanaan tampilan permainan					
7.	Media menarik					
8.	Keserasian pemilihan warna					
9.	Kemenarikan gambar yang disajikan pada permainan					
10.	Pengaturan tata letak (gambar dan teks)					
11.	Pemilihan jenis dan ukuran huruf yang digunakan					
12.	Keterbacaan teks					
13.	Kemenarikan desain					
14.	Kerapian desain					
Aspek Pembelajaran						
15.	Kesesuaian materi dengan kompetensi dasar					
16.	Penumbuhan motivasi belajar					
17.	Aktualitas (kesesuaian dengan kondisi sekarang)					
18.	Kemudahan bahasa soal untuk dipahami					
19.	Kejelasan uraian soal					
20.	Kelengkapan cakupan soal					

Komentar/Saran

Yogyakarta, _____

Siswa

.....

Appendix 2.e. Student Learning Motivation Questionnaire Before Validity and Reliability Test

ANGKET MOTIVASI BELAJAR SISWA

Petunjuk:

1. Tulislah identitas anda dengan benar.
2. Perhatikan dengan seksama pernyataan yang ada.
3. Jawablah sesuai dengan kondisi Anda sebenarnya.
4. Berilah tanda *check list* (✓) untuk setiap pernyataan pada kolom alternatif jawaban.
5. Angket ini digunakan untuk mengetahui motivasi belajar siswa dan tidak akan mempengaruhi nilai pada mata pelajaran yang bersangkutan.
6. Semua pernyataan harap diisi dan tidak ada jawaban yang dikosongkan.
7. Setiap pernyataan hanya diperkenankan memilih satu jawaban saja.
8. Adapun keterangan jawaban yaitu:
SS= Sangat Setuju
S = Setuju
KS= Kurang Setuju
TS= Tidak Setuju
STS= Sangat Tidak Setuju
9. Kerahasiaan identitas dan pengisian angket ini terjaga.

Identitas Responden

Nama :

Kelas :

No.	Pernyataan	SS	S	KS	TS	STS
1.	Saya berusaha mengerjakan soal-soal Akuntansi yang diberikan oleh guru.					
2.	Saya ingin dapat menjawab setiap soal yang diberikan oleh guru dengan benar.					
3.	Saya mengerjakan setiap soal dengan sungguh-sungguh.					
4.	Dalam menghadapi soal yang sulit, saya memilih untuk tidak menjawab.					
5.	Saya merasa tertantang untuk belajar agar dapat menjawab soal.					
6.	Saya bertanya kepada guru ketika ada materi yang belum dipahami.					
7.	Saya senang mendapatkan tugas-tugas dari guru untuk menambah pengetahuan saya.					
8.	Saya memperhatikan dan mencatat poin-poin penting setiap penjelasan yang diberikan oleh guru.					
9.	Saya melihat jawaban teman pada saat mengerjakan tugas.					
10.	Saat pembelajaran berlangsung, saya terlibat mengungkapkan pendapat.					
11.	Saya sering bertanya kepada teman ketika ada materi yang belum dipahami.					
12.	Saya lebih senang mengerjakan soal yang diberikan oleh guru secara mandiri.					
13.	Saya selalu berusaha mengerjakan soal semampu saya tanpa bertanya kepada teman.					
14.	Saya ingin menguasai materi-materi Akuntansi baik secara teori maupun secara praktik.					
15.	Saya memiliki target untuk mendapatkan nilai di atas KKM.					
16.	Saya ragu akan mendapatkan nilai yang memuaskan dengan kemampuan yang saya miliki.					
17.	Cita-cita masa depan membuat saya bersungguh-sungguh dalam belajar Akuntansi.					
18.	Walaupun nilai Akuntansi saya lebih rendah dari teman-teman, saya tetap bersemangat belajar untuk mendapatkan nilai yang lebih baik.					
19.	Mendapatkan nilai yang bagus membuat saya lebih semangat untuk belajar.					
20.	Saya senang ketika guru, orang tua, dan teman menghargai usaha belajar saya.					
21.	Pujian dari guru membuat saya lebih semangat untuk belajar Akuntansi dengan giat.					
22.	Saya senang ketika ada yang memberikan hadiah atas nilai saya yang bagus.					
23.	Saya berusaha mengikuti pelajaran dari awal sampai akhir dengan penuh konsentrasi agar saya dapat membantu teman yang kesulitan memahami materi					

No.	Pernyataan	SS	S	KS	TS	STS
	Akuntansi.					
24.	Saya merasa biasa saat nilai ulangan Akuntansi saya di bawah KKM.					
25.	Saya selalu bekerja sama dengan kelompok menyelesaikan tugas kelompok dengan baik untuk memperoleh nilai yang baik.					
26.	Saya senang mengobrol di luar materi pembelajaran saat guru sedang menjelaskan materi.					
27.	Saya senang dan bersemangat mengerjakan latihan soal Akuntansi.					
28.	Di kelas, saya mengantuk atau pikiran saya tidak fokus karena pembelajaran yang membosankan.					
29.	Saya bersemangat mengikuti pelajaran ketika guru menggunakan metode yang bervariasi.					
30.	Saya merasa bosan jika setiap pertemuan mengerjakan tugas dari guru.					
31.	Saya tertarik mengikuti kegiatan pembelajaran Akuntansi.					
32.	Saya senang mengikuti pembelajaran karena tertantang untuk memecahkan soal yang diberikan guru.					
33.	Saya senang belajar Akuntansi karena pada saat pembelajaran dibentuk kelompok-kelompok.					
34.	Belajar Akuntansi dengan diskusi lebih menyenangkan karena bisa bertukar pikiran dan informasi dengan teman.					
35.	Saya senang jika mata pelajaran kosong (guru tidak hadir dan tidak memberikan tugas).					
36.	Saya yakin dengan rajin berlatih menjawab soal membuat saya lebih memahami materi.					
37.	Saya senang belajar Akuntansi di kelas karena lebih kondusif.					
38.	Saya jenuh dengan pembelajaran Akuntansi jika hanya dilakukan di kelas.					

Harap diperiksa kembali dan pastikan bahwa tidak ada jawaban yang kosong.
Atas kesediaan Anda mengisi kuesioner ini, kami ucapkan terima kasih.

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Appendix 2.f. The Results of Validity and Reliability Test of Student Learning Motivation Questionnaire

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19
Total	Pearson Correlation	,480**	,150	,691**	,329	,262	,591**	,354*	,528**	,526**	,551**	-,003	,719**	,434*	,361*	,392*	,313	,560**	,570**	,499**
	Sig. (2-tailed)	,005	,414	,000	,066	,148	,000	,047	,002	,002	,001	,988	,000	,013	,042	,027	,081	,001	,001	,004
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35	Item 36	Item 37	Item 38	Total
,579**	,531**	,368*	,488**	,288	,390*	,385*	,598**	,317	,536**	,647**	,479**	,508**	,195	,305	,332	,656**	,415*	-,214	1
,001	,002	,038	,005	,110	,027	,030	,000	,077	,002	,000	,006	,003	,285	,090	,063	,000	,018	,240	
32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
,860	38

Appendix 2.g. Student Learning Motivation Questionnaire After Validity and Reliability Test

ANGKET MOTIVASI BELAJAR SISWA

Petunjuk:

1. Tulislah identitas anda dengan benar.
2. Perhatikan dengan seksama pernyataan yang ada.
3. Jawablah sesuai dengan kondisi Anda sebenarnya.
4. Berilah tanda *check list* (√) untuk setiap pernyataan pada kolom alternatif jawaban.
5. Angket ini digunakan untuk mengetahui motivasi belajar siswa dan tidak akan mempengaruhi nilai pada mata pelajaran yang bersangkutan.
6. Semua pernyataan harap diisi dan tidak ada jawaban yang dikosongkan.
7. Setiap pernyataan hanya diperkenankan memilih satu jawaban saja.
8. Adapun keterangan jawaban yaitu:
SS= Sangat Setuju
S = Setuju
KS= Kurang Setuju
TS= Tidak Setuju
STS= Sangat Tidak Setuju
9. Kerahasiaan identitas dan pengisian angket ini terjaga.

Identitas Responden

Nama :

Kelas :

No.	Pernyataan	SS	S	KS	TS	STS
1.	Saya berusaha mengerjakan soal-soal Akuntansi yang diberikan oleh guru.					
2.	Saya mengerjakan setiap soal dengan sungguh-sungguh.					
3.	Saya bertanya kepada guru ketika ada materi yang belum dipahami.					
4.	Saya senang mendapatkan tugas-tugas dari guru untuk menambah pengetahuan saya.					
5.	Saya memperhatikan dan mencatat poin-poin penting setiap penjelasan yang diberikan oleh guru.					
6.	Saya melihat jawaban teman pada saat mengerjakan tugas.					
7.	Saat pembelajaran berlangsung, saya terlibat mengungkapkan pendapat.					
8.	Saya lebih senang mengerjakan soal yang diberikan oleh guru secara mandiri.					
9.	Saya selalu berusaha mengerjakan soal semampu saya tanpa bertanya kepada teman.					
10.	Saya ingin menguasai materi-materi Akuntansi baik secara teori maupun secara praktik.					
11.	Saya memiliki target untuk mendapatkan nilai di atas KKM.					
12.	Cita-cita masa depan membuat saya bersungguh-sungguh dalam belajar Akuntansi.					
13.	Walaupun nilai Akuntansi saya lebih rendah dari teman-teman, saya tetap bersemangat belajar untuk mendapatkan nilai yang lebih baik.					
14.	Mendapatkan nilai yang bagus membuat saya lebih semangat untuk belajar.					
15.	Saya senang ketika guru, orang tua, dan teman menghargai usaha belajar saya.					
16.	Pujian dari guru membuat saya lebih semangat untuk belajar Akuntansi dengan giat.					
17.	Saya senang ketika ada yang memberikan hadiah atas nilai saya yang bagus.					
18.	Saya berusaha mengikuti pelajaran dari awal sampai akhir dengan penuh konsentrasi agar saya dapat membantu teman yang kesulitan memahami materi Akuntansi.					
19.	Saya selalu bekerja sama dengan kelompok menyelesaikan tugas kelompok dengan baik untuk memperoleh nilai yang baik.					
20.	Saya senang mengobrol di luar materi pembelajaran saat guru sedang menjelaskan materi.					
21.	Saya senang dan bersemangat mengerjakan latihan soal Akuntansi.					
22.	Saya bersemangat mengikuti pelajaran ketika guru					

No.	Pernyataan	SS	S	KS	TS	STS
	menggunakan metode yang bervariasi.					
23.	Saya merasa bosan jika setiap pertemuan mengerjakan tugas dari guru.					
24.	Saya tertarik mengikuti kegiatan pembelajaran Akuntansi.					
25.	Saya senang mengikuti pembelajaran karena tertantang untuk memecahkan soal yang diberikan guru.					
26.	Saya yakin dengan rajin berlatih menjawab soal membuat saya lebih memahami materi.					
27.	Saya senang belajar Akuntansi di kelas karena lebih kondusif.					

Harap diperiksa kembali dan pastikan bahwa tidak ada jawaban yang kosong.
 Atas kesediaan Anda mengisi kuesioner ini, kami ucapkan terima kasih.

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APPENDIX 3
MATERIAL EXPERTS VALIDATION

- a. Material Expert Validation by Accounting Lecturer
- b. Material Expert Validation by Accounting Teacher
- c. Recapitulation Results of Material Expert Validation
- d. Testimony of Validation by Material Expert

LEMBAR VALIDASI AHLI MATERI

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Materi : Adeng Pustikaningsih, S.E., M.Si., Akt.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check list* (✓) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

A. Penilaian Materi

No.	Aspek Pembelajaran	Nilai				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi dasar					✓
2.	Kesesuaian materi dengan indikator pembelajaran					✓
3.	Kesesuaian materi dengan tujuan pembelajaran					✓
4.	Penumbuhan motivasi belajar				✓	✓
5.	Materi sesuai dengan konteks perusahaan dagang					✓
6.	Aktualitas (sesuai dengan kondisi sekarang)				✓	
7.	Kecukupan jumlah soal					✓
8.	Kelengkapan cakupan soal				✓	
9.	Tingkat kesulitan soal sesuai dengan materi				✓	
10.	Variasi soal					✓
11.	Kedalaman soal sesuai materi					✓
12.	Materi mudah untuk dipahami					✓
13.	Bahasa soal mudah dipahami					✓
14.	Keruntutan alur pikir					✓
15.	Kejelasan uraian soal					✓
16.	Kejelasan petunjuk belajar					✓
17.	Terdapat transaksi dalam perusahaan dagang yang disederhanakan					✓
18.	Ketepatan dalam menggunakan istilah dan pernyataan					✓
19.	Soal sesuai dengan teori dan konsep					✓
20.	Kunci jawaban sesuai dengan soal					✓

B. Kebenaran Materi

No.	Jenis Kesalahan	Saran Perbaikan
	Kelengkapan soal dan materi	melengkapi soal dan materi

C. Komentar/Saran

Dengan Penulisan akuntansi secara
Menyusun dan tidak hanya teks book
Sumber akuntansi menjadi semakin
mudah dipelajari

D. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

1. Layak untuk diujicobakan
2. Layak untuk diujicobakan dengan revisi sesuai saran
3. Tidak layak untuk diujicobakan

Sleman, 27 Januari 2017

Ahli Materi



Adeng Bustikaningsih, S.E., M.Si., Akt.

Appendix 3.b. Material Expert Validation by Accounting Teacher
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LEMBAR VALIDASI AHLI MATERI

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Materi : Erma Wulandari, S. Pd.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli materi terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda *check list* (✓) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

E. Penilaian Materi

No.	Aspek Pembelajaran	Nilai				
		1	2	3	4	5
1.	Kesesuaian materi dengan kompetensi dasar					✓
2.	Kesesuaian materi dengan indikator pembelajaran					✓
3.	Kesesuaian materi dengan tujuan pembelajaran					✓
4.	Penumbuhan motivasi belajar					✓
5.	Materi sesuai dengan konteks perusahaan dagang				✓	
6.	Aktualitas (sesuai dengan kondisi sekarang)				✓	
7.	Kecukupan jumlah soal				✓	
8.	Kelengkapan cakupan soal				✓	
9.	Tingkat kesulitan soal sesuai dengan materi				✓	
10.	Variasi soal				✓	
11.	Kedalaman soal sesuai materi				✓	
12.	Materi mudah untuk dipahami					✓
13.	Bahasa soal mudah dipahami			✓		
14.	Keruntutan alur pikir				✓	
15.	Kejelasan uraian soal				✓	
16.	Kejelasan petunjuk belajar				✓	
17.	Terdapat transaksi dalam perusahaan dagang yang disederhanakan			✓		
18.	Ketepatan dalam menggunakan istilah dan pernyataan			✓		
19.	Soal sesuai dengan teori dan konsep				✓	
20.	Kunci jawaban sesuai dengan soal				✓	

F. Kebenaran Materi

No.	Jenis Kesalahan	Saran Perbaikan
1.	Soal nomor 32 dan 40 apabila diberikan secara terpisah dan transaksi sebelumnya yg berkaitan maka siswa akan kebingungan terkait dgn nominalnya.	Ketika nomor tsb diberikan secara terpisah, maka diberikan nominal untuk utang / piutang yg akan dibayarkan
2.	Soal nomor 41 pada kunci jawaban akun yg di kredit adalah "Utang dagang" Sementara transaksinya adalah utang bank.	Kunci jawaban pada tgl 21 Januari D : Kas K : utang Bank
		Soal nomor 44 pada kunci jawaban D : Prive Tn. Indra Konsisten yg akun yg digunakan adalah Modal Tn. Indra

G. Komenta/Saran

Kisi-kisi soal akan lebih bagus ditambahkan indikator

H. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

- ④ Layak untuk diujicobakan
- 2 Layak untuk diujicobakan dengan revisi sesuai saran
- 3 Tidak layak untuk diujicobakan

Sleman, 31 Januari 2017

Ahli Materi



Erma Wulandari, S.Pd.

Appendix 3.c. Recapitulation Results of Material Experts Validation

HASIL REKAPITULASI VALIDASI AHLI MATERI

No.	Aspek Pembelajaran	Skor		
		Dosen	Guru	Rerata
1	Kesesuaian materi dengan kompetensi dasar	5,00	5,00	5,00
2	Kesesuaian materi dengan indikator pembelajaran	5,00	5,00	5,00
3	Kesesuaian materi dengan tujuan pembelajaran	5,00	5,00	5,00
4	Penumbuhan motivasi belajar	4,00	5,00	4,50
5	Materi sesuai dengan konteks perusahaan dagang	5,00	4,00	4,50
6	Aktualitas (sesuai dengan kondisi sekarang)	4,00	4,00	4,00
7	Kecukupan jumlah soal	5,00	4,00	4,50
8	Kelengkapan cakupan soal	4,00	4,00	4,00
9	Tingkat kesulitan soal sesuai dengan materi	4,00	4,00	4,00
10	Variasi soal	5,00	4,00	4,50
11	Kedalaman soal sesuai materi	5,00	4,00	4,50
12	Materi mudah untuk dipahami	5,00	5,00	5,00
13	Bahasa soal mudah dipahami	5,00	3,00	4,00
14	Keruntutan alur pikir	5,00	4,00	4,50
15	Kejelasan uraian soal	5,00	4,00	4,50
16	Kejelasan petunjuk belajar	5,00	4,00	4,50
17	Terdapat transaksi dalam perusahaan dagang yang disederhanakan	5,00	3,00	4,00
18	Ketepatan dalam menggunakan istilah dan pernyataan	5,00	3,00	4,00
19	Soal sesuai dengan teori dan konsep	5,00	4,00	4,50
20	Kunci jawaban sesuai dengan soal	5,00	4,00	4,50
	Rerata Skor	4,80	4,10	4,45
	Kategori	Sangat Layak	Layak	Sangat Layak

KOMENTAR DAN SARAN PERBAIKAN DARI AHLI MATERI**Saran Perbaikan**

	Jenis Kesalahan	Saran Perbaikan
Kartu Soal nomor 10	Penggunaan akun Retur penjualan dan potongan harga pada pilihan jawaban c dan akun Retur pembelian dan pengurangan harga pada pilihan jawaban d dan e kurang tepat	Mengganti akun tersebut dengan akun Retur penjualan dan Retur pembelian
Kartu soal nomor 11	Penggunaan istilah periode diskon kurang tepat dan pilihan jawaban c,d, dan e kurang tepat.	Mengganti istilah tersebut dengan istilah periode potongan, mengganti pilihan jawaban c, d, e dengan menambahkan akun potongan pembelian.
Kartu soal jenis isian singkat	Jumlah soal terkait jurnal pembelian, penjualan, penerimaan kas, dan pengeluaran kas kurang proporsional	Mengganti 2 soal isian singkat menjadi soal transaksi.
Kartu Motivasi	Penggunaan quotes motivasi dari beberapa tokoh kurang relevan.	Mengganti quotes motivasi dengan motivasi islami.
Kartu soal nomor 32 dan 40	Apabila diberikan secara terpisah dengan transaksi sebelumnya yang berkaitan maka siswa akan kebingungan terkait dengan nominalnya.	Ditambahkan nominal utang/piutang yang akan dibayarkan.
Kunci jawaban soal nomor 41	Pada kunci jawaban, akun yang di kredit adalah “Utang dagang” sementara transaksinya adalah utang bank.	Mengganti kunci jawaban pada tanggal 21 Januari: D: Kas K: Utang Bank
Kunci jawaban soal nomor 44	Pada kunci jawaban di Debet, nama akun Prive kurang konsisten.	Kunci jawaban dibuat konsisten dengan akun modal Tn. Indra. Nama akun di debet Prive Tn. Indra.

Komentar

Komentar
Dengan pembelajaran akuntansi secara menyenangkan dan tidak hanya <i>text book</i> semoga akuntansi menjadi semakin mudah dipelajari.

APPENDIX 4
MEDIA EXPERT VALIDATION

- a. Media Expert Validation
- b. Recapitulation Results of Media Expert Validation
- c. Testimony of Validation by Media Expert

KUESIONER LEMBAR VALIDASI AHLI MEDIA

Judul Penelitian : *Development of Snake and Ladder as A Learning Media in Special Journal Material to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017*

Sasaran Program : Siswa kelas X SMK
Peneliti : Epi Nuryanti
Mata Pelajaran : Kompetensi Kejuruan (Akuntansi)
Ahli Media : Rizqi Ilyasa Aghni, S.Pd, M.Pd.

Petunjuk:

Lembar validitas ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu selaku ahli media terhadap kelayakan media pembelajaran ular tangga yang dikembangkan. Pendapat, kritik, saran, penilaian, dan komentar Bapak/Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini. Sehubungan dengan hal tersebut, dimohon Bapak/Ibu memberikan respon pada setiap pertanyaan dalam lembar kuesioner ini dengan memberikan tanda (√) pada kolom angka.

Keterangan Skala:

5 = Sangat Baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat Kurang

Komentar atau saran Bapak/Ibu dimohon dituliskan pada kolom yang telah disediakan. Atas kesediaan Bapak/Ibu untuk mengisi lembar validitas ini saya ucapkan terima kasih.

A. Penilaian Media

No.	Aspek	Nilai				
		1	2	3	4	5
Aspek Rekayasa Media						
1.	Dapat dipelihara/dikelola dengan mudah					✓
2.	Mudah digunakan				✓	
3.	Kejelasan petunjuk penggunaan media				✓	
4.	Perangkat permainan bervariasi					✓
5.	Reusabilitas (dapat digunakan kembali)					✓
Aspek Komunikasi Visual						
6.	Bahasa mudah dipahami (komunikatif)				✓	
7.	Media menarik (kreatif dan inovatif)				✓	
8.	Tampilan sederhana				✓	
9.	Jenis huruf mudah dibaca				✓	
10.	Ukuran huruf sesuai dan mudah dibaca				✓	
11.	Pengaturan jarak (huruf, baris, karakter)				✓	
12.	Kemenarikan gambar yang disajikan					✓
13.	Ketepatan penempatan gambar				✓	
14.	Keseimbangan proporsi gambar					✓
15.	Kesesuaian gambar dengan ilustrasi					✓
16.	Pengaturan tata letak				✓	
17.	Komposisi warna					✓
18.	Pemilihan warna serasi					✓
19.	Kerapian desain				✓	
20.	Kemenarikan desain				✓	
21.	Kesesuaian desain dengan materi				✓	

B. Kebenaran Media

No.	Jenis Kesalahan	Saran Perbaikan
1.	Background warna hijau pada <i>ASAL Board</i> terkesan polos	Background sebaiknya ditambah aksesoris/ornamen seperti batu, rumput, bunga, semak-semak, gradasi warna/kontur, gambar pohon diberi gradasi warna.
2.	Jenis dan ukuran gambar 4 bangunan, ular dan tangga pada <i>ASAL Board</i> berbeda	Gambar bangunan sebaiknya sejenis (2D/3D) dan ukuran bangunan disesuaikan, ukuran ular dan tangga disamakan.
3.	Format penulisan pewarnaan huruf, dan tata letak Game Rules kurang pas	<i>Numbering #</i> diganti dengan ABC, judul diberi warna berbeda-beda (<i>di-bold</i>) penjelasan objek dibuat 1 halaman, dibuat <i>shape</i> per 1 objek, format <i>justify</i> , logo ditaruh di atas, karakter/objek ditaruh di kanan semua.

4.	Warna huruf pada <i>Material Card</i> kurang kontras, dan format penulisan kurang pas	Warna huruf dibuat lebih kontras, format penulisan paragraf materi <i>center</i> dan background bagian depan lebih baik bercorak.
5.	Gambar tanda tanya pada <i>Question Card</i> kurang kontras dengan warna huruf.	Gambar tanda tanya pada <i>Question Card</i> lebih dikaburkan, tata letak diperhatikan lagi, dan background bagian depan lebih baik bercorak.
6.	Warna huruf pada <i>Motivation Card</i> kurang kontras dan paragraf terlalu pinggir.	Warna huruf dibuat kontras, paragraf diberi format paragraf <i>center</i> , dan background bagian depan lebih baik bercorak.
7.	Warna <i>background</i> bintang pada <i>Point Card</i> nomor 2 dan 5 kurang kontras.	Warna <i>background</i> bintang untuk nomor 2 dan 5 dibuat lebih kontras.
8.	Kemasan Poin warna abu-abu terkesan gelap, Kombinasi/tata letak gambar kartu kurang pas.	Kemasan poin diberi warna-warna yang lebih cerah, tata letak gambar kartu dibuat seperti tumpukan kartu-kartu remi yang terbuka.

C. Komentaris/Saran

Pertimbangan untuk produksi massal

D. Kesimpulan

Lingkari pada nomor sesuai dengan kesimpulan

1. Layak untuk diujicobakan

2. Layak untuk diujicobakan dengan revisi sesuai saran

3. Tidak layak untuk diujicobakan

Sleman, 20 - Februari - 2017

Ahli Media



Rizqi Ilyasa Aghni, S.Pd., M.Pd.

Appendix 4.b. Recapitulation Results of Media Expert Validation

HASIL REKAPITULASI VALIDASI AHLI MEDIA

No.	Aspek Rekayasa Media	Skor
1	Dapat dipelihara/dikelola dengan mudah	5,00
2	Mudah digunakan	4,00
3	Kejelasan petunjuk penggunaan media	4,00
4	Perangkat permainan bervariasi	5,00
5	Reusabilitas (dapat digunakan kembali)	5,00
	Rerata Skor	4,60
	Kategori	Sangat Layak
No.	Aspek Komunikasi Visual	Skor
1	Bahasa mudah dipahami (komunikatif)	4,00
2	Media menarik (kreatif dan inovatif)	4,00
3	Tampilan sederhana	4,00
4	Jenis huruf mudah dibaca	4,00
5	Ukuran huruf sesuai dan mudah dibaca	4,00
6	Pengaturan jarak (huruf, baris, karakter)	4,00
7	Kemenarikan gambar yang disajikan	5,00
8	Ketepatan penempatan gambar	4,00
9	Keseimbangan proporsi gambar	5,00
10	Kesesuaian gambar dengan ilustrasi	5,00
11	Pengaturan tata letak	4,00
12	Komposisi warna	5,00
13	Pemilihan warna serasi	5,00
14	Kerapian desain	4,00
15	Kemenarikan desain	4,00
16	Kesesuaian desain dengan materi	4,00
	Rerata Skor	4,31
	Rerata Skor Keseluruhan	4,46
	Kategori	Sangat Layak

KOMENTAR DAN SARAN PERBAIKAN DARI AHLI MEDIA**Saran Perbaikan**

No.	Jenis Kesalahan	Saran Perbaikan
1.	<i>Background</i> warna hijau pada <i>ASAL Board</i> terkesan polos	<i>Background</i> sebaiknya ditambah aksesoris/ornamen seperti batu, rumput, bunga, semak-semak, gradasi warna/kontur, gambar pohon diberi gradasi warna.
2.	Jenis dan ukuran gambar 4 bangunan, ular dan tangga pada <i>ASAL Board</i> berbeda	Gambar bangunan sebaiknya sejenis (2D/3D) dan ukuran bangunan disesuaikan, ukuran ular dan tangga disamakan.
3.	Format penulisan pewarnaan huruf, dan tata letak Game Rules kurang pas	<i>Numbering #</i> diganti dengan ABC, judul diberi warna berbeda-beda (di- <i>bold</i>) penjelasan objek dibuat 1 halaman, dibuat <i>shape</i> per 1 objek, format <i>justify</i> , logo ditaruh di atas, karakter/objek ditaruh di kanan semua.
4.	Warna huruf pada <i>Material Card</i> kurang kontras, dan format penulisan kurang pas	Warna huruf dibuat lebih kontras, format penulisan paragraf materi <i>center</i> dan background bagian depan lebih baik bercorak.
5.	Gambar tanda tanya pada <i>Question Card</i> kurang kontras dengan warna huruf.	Gambar tanda tanya pada <i>Question Card</i> lebih dikaburkan, tata letak diperhatikan lagi, dan background bagian depan lebih baik bercorak.
6.	Warna huruf pada <i>Motivation Card</i> kurang kontras dan paragraf terlalu pinggir.	Warna huruf dibuat kontras, paragraf diberi format paragraf <i>center</i> , dan background bagian depan lebih baik bercorak.
7.	Warna <i>background</i> bintang pada <i>Point Card</i> nomor 2 dan 5 kurang kontras.	Warna <i>background</i> bintang untuk nomor 2 dan 5 dibuat lebih kontras.
8.	Kemasan Poin warna abu-abu terkesan gelap, Kombinasi/tata letak gambar kartu kurang pas.	Kemasan poin diberi warna-warna yang lebih cerah, tata letak gambar kartu dibuat seperti tumpukan kartu-kartu remi yang terbuka.

Komentar

Komentar
Pertimbangkan untuk produksi massal.

APPENDIX 5
STUDENT ASSESSMENT ON SMALL GROUP TRYOUT

- a. Student Attendance List on Small Group Tryout
- b. List of Student Groups on Small Group Tryout
- c. Recapitulation Results of Student Assessment on Small Group Tryout
- d. Testimony of Validation by Student on Small Group Tryout

Appendix 5.a. Student Attendance List on Small Group Tryout

Daftar Hadir Siswa Uji Coba Kelompok Kecil
Media *Accounting Snake And Ladder* (ASAL)
di kelas X Akuntansi SMK Muhammadiyah 2 Yogyakarta

Hari, Tanggal : Kamis, 23 Maret 2017

Waktu : 09.20 - 11.20

No.	Nama
1	Anung Anandika
2	Ananda Putri Janifera
3	Eni Hafifah
4	Hafifah
5	Rahayu Ermauwati
6	Rina Febrina
7	Rista Noviani
8	Risma Fenida Utami

Mengetahui,
Guru Akuntansi



Ratna Dwi Purwitasari, S.Pd.
NIP.

Appendix 5.b. List of Student Group on Small Group Tryout

DAFTAR KELOMPOK UJI COBA KELOMPOK KECIL

KELOMPOK 1	KELOMPOK 2
Anung Anandita Eni Latifah Hanifah Rina Febriana	Ananda Putri Janifera Rahayu Ermawati Riska Novianti Risma Fenida Utami

Appendix 5. c. Recapitulation Results of Student Assessment on Small Group
Tryout

**Hasil Rekapitulasi Penilaian Siswa Uji Coba Kelompok Kecil
Tanggal 23 Maret 2017**

No.	Aspek	No. Butir	Skor Siswa Uji Coba Kelompok Kecil								Total	Rerata Skor	Kriteria
			1	2	3	4	5	6	7	8			
1.	Rekayasa Media	1	5	3	5	5	4	5	5	5	37	4,63	Sangat Layak
		2	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		3	5	5	5	5	5	5	5	5	40	5,00	Sangat Layak
		4	5	4	5	5	5	5	5	5	39	4,88	Sangat Layak
												4,81	Sangat Layak
2.	Komunikasi Visual	5	5	3	5	5	3	5	5	5	36	4,50	Sangat Layak
		6	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		7	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		8	5	3	5	5	5	5	5	5	38	4,75	Sangat Layak
		9	5	3	5	5	4	5	5	5	37	4,63	Sangat Layak
		10	5	3	5	5	5	5	5	5	38	4,75	Sangat Layak
		11	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		12	5	4	5	5	5	5	5	5	39	4,88	Sangat Layak
		13	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		14	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
												4,73	Sangat Layak
3.	Pembelajaran	15	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
		16	5	4	5	5	5	5	5	5	39	4,88	Sangat Layak
		17	5	3	5	5	4	5	5	5	37	4,63	Sangat Layak
		18	5	3	5	5	5	5	5	5	38	4,75	Sangat Layak
		19	5	3	5	5	3	5	5	5	36	4,50	Sangat Layak
		20	5	4	5	5	4	5	5	5	38	4,75	Sangat Layak
												4,71	Sangat Layak

Appendix 5.d. Testimony of Students on Small Group Tryout

KOMENTAR SISWA UJI COBA KELOMPOK KECIL

No.	Nama	Komentar
1	Anung Anandita	Bagus sekali.
2	Ananda Putri Janifera	Desainnya menarik.
3	Eni Latifah	Bagus untuk digunakan, menarik.
4	Hanifah	Bagus banget.
5	Rahayu Ermawati	Dapat menumbuhkan motivasi belajar.
6	Rina Febriana	Bagus sekali, sangat menarik.
7	Riska Novianti	Menyenangkan, tidak membosankan, mudah dipahami, sangat menarik.
8	Risma Fenida Utami	Mudah dikelola, mudah digunakan, sangat jelas petunjuknya, menggunakan bahasa yang baik, benar dan efektif.

APPENDIX 6
STUDENT ASSESSMENT ON FIELD TRYOUT

- a. Student Attendance List on Field Tryout
- b. List of Student Groups on Field Tryout
- c. Recapitulation Results of Student Assessment on Field Tryout
- d. Testimony of Student on Field Tryout

Appendix 6.a. Student Attendance List on Field Tryout

Daftar Hadir Siswa Uji Coba Lapangan
Media Accounting Snake And Ladder (ASAL)
di kelas X Akuntansi SMK Muhammadiyah 1 Tempel

Hari, Tanggal : Jumat, 31 Maret 2019

Waktu : 07.10 - 09.25

No.	Nama
1	Agil Melinda M
2	Ardyanti Velma A
3	Azizah Imroatu N
4	Eri Cahyaningsih
5	Erma Anggraini
6	Hilda Sagita Y
7	Lambang Eri S
8	Linda Supriharto
9	Octavia Dyah P
10	Puji Lestari
11	Rini Nur Indah S
12	Riska Widyaningerti
13	Septi Dwi Lestari
14	Siti Fadhlaturrohman
15	Syifa Ananda M
16	Wahyung Fariana N
17	Yuni Ariska P

Mengetahui,
Guru Akuntansi



Erma Wulandari, S.Pd.
NIP.

Appendix 6.b. List of Student Groups on Field Tryout
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DAFTAR KELOMPOK SISWA UJI COBA LAPANGAN

KELOMPOK 1	KELOMPOK 3
Agil Melinda Mustriyani Octavia Dyah Pramesti Siti Fadhilaturrohmah Syifa Ananda Mukharomah	Erma Anggraini Lambang Eri Suprihatini Puji Lestari Yuni Ariska Prihatin

KELOMPOK 2	KELOMPOK 4
Ardyanti Velma Astuti Eni Cahyaningsih Linda Suprihatin Rini Nur Indahsari	Azizah Imroatu Nisa Hilda Sagita Yuniar Riska Widyaningsih Septi Dwi Lestari Wilujeng Fitriana Normalitasari

Appendix 6.c. Recapitulation Results of Student Assessment on Field Tryout

**Hasil Rekapitulasi Penilaian Siswa Uji Coba Lapangan
Tanggal 31 Maret 2017**

No.	Aspek	No. Butir	Skor Siswa Uji Coba Lapangan																	Total	Rerata Skor	Kriteria
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
1.	Rekayasa media	1	4	5	3	5	5	4	4	4	4	5	3	4	4	4	4	4	5	71	4,18	Layak
		2	4	5	4	5	5	5	5	4	5	5	3	4	4	4	4	5	5	76	4,47	Sangat Layak
		3	5	4	4	4	5	4	5	4	4	5	4	4	5	4	3	4	5	73	4,29	Sangat Layak
		4	5	5	4	5	5	5	5	4	4	5	4	3	5	5	5	4	5	78	4,59	Sangat Layak
																					4,38	Sangat Layak
2.	Komunikasi Visual	5	4	5	4	4	5	5	5	5	5	5	3	4	3	4	4	4	5	74	4,35	Sangat Layak
		6	4	5	3	4	5	4	5	3	5	5	4	4	3	5	4	4	5	72	4,24	Sangat Layak
		7	5	5	4	5	5	5	5	5	4	5	4	4	4	5	5	5	5	80	4,71	Sangat Layak
		8	4	5	5	5	5	5	4	3	4	5	4	3	3	4	4	4	5	72	4,24	Sangat Layak
		9	5	5	5	5	5	5	4	4	4	5	3	3	4	4	4	4	5	74	4,35	Sangat Layak
		10	5	5	4	4	5	5	4	5	4	5	4	4	4	4	4	4	2	72	4,24	Sangat Layak
		11	4	5	4	5	4	5	5	4	4	5	3	4	4	4	4	4	4	72	4,24	Sangat Layak
		12	4	5	4	4	5	5	5	4	4	5	4	4	4	4	4	4	4	73	4,29	Sangat Layak
		13	5	5	3	5	4	5	4	4	4	4	4	3	4	4	4	4	4	70	4,12	Layak
		14	4	5	3	5	4	5	4	5	4	4	5	4	3	4	4	4	5	72	4,24	Sangat Layak
																					4,30	Sangat Layak

No.	Aspek	No. Butir	Skor Siswa Uji Coba Lapangan																	Total	Rerata Skor	Kriteria
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
3.	Pembelajaran	15	4	5	4	4	5	5	5	4	5	5	3	3	4	5	5	5	5	76	4,47	Sangat Layak
		16	5	5	5	5	4	5	5	5	5	4	4	4	5	4	5	5	5	80	4,71	Sangat Layak
		17	4	5	4	4	5	5	5	5	4	5	4	4	4	4	4	4	4	74	4,35	Sangat Layak
		18	4	5	4	4	4	5	5	4	4	4	3	4	4	4	4	5	3	70	4,12	Layak
		19	4	4	4	4	5	5	4	4	4	5	4	4	4	4	4	5	2	70	4,12	Layak
		20	4	5	4	4	4	5	4	4	4	5	5	4	4	4	4	4	2	70	4,12	Layak
																					4,31	Sangat Layak

Appendix 6.d. Testimony of Students on Field Tryout

KOMENTAR SISWA UJI COBA LAPANGAN

No.	Nama	Komentar
1	Agil Melinda Mustriyani	Media ular tangganya sangat menarik, mudah dipahami.
2	Ardyanti Velma Astuti	Waktu kurang lama dalam bermain.
3	Azizah Imroatu Nisa	Permainan ini sangat dapat membuat motivasi belajar lebih meningkat, karena tidak hanya pelajaran saja namun dengan bermain.
4	Eni Cahyaningsih	Waktunya lebih diperpanjang lagi. Saya belum sampai finish :(
5	Erma Anggraini	Sangat baik dan mudah untuk pembelajaran. Dan lebih ditingkatkan lagi kualitas papan, warna, gambar, dan tulisan agar lebih terkesan menarik.
6	Hilda Sagita Yuniar	Media sangat baik, dan menjadi sangat mudah belajar. Bermain sambil belajar adalah hal yang sangat menarik. Tingkatkan lagi ya bu! :)
7	Lambang Eri Suprihatini	Penjelasan dalam permainan lebih dibiakkan lagi, karena penjelasan berdampak pada permainannya.
8	Linda Suprihatin	Waktu kurang lama/ diperpanjang lagi.
9	Octavia Dyah Pramesti	Menurut saya media yang digunakan sangat menarik dan menyenangkan, mudah dipahami dan sesuai dengan kompetensi dasar.
10	Puji Lestari	Sangat menyenangkan dan mudah untuk diingat.
11	Rini Nur Indahsari	Baru pertama mengikuti permainan dalam kejuruan, jadi agak bingung. Lebih sabar lagi dalam mnghadapi murid.
12	Riska Widyaningsih	Sudah mencakup semua soal tentang jurnal khusus, dapat menjadi motivasi dalam belajar.
13	Septi Dwi Lestari	-
14	Siti Fadhilaturrohmah	Media ular tangganya baik, dan soal-soalnya mudah dipahami, seru, dan menarik.
15	Syifa Ananda Mukharomah	Pembelajaran dalam metode ular tangga sangat menarik dan mudah dipahami.
16	Wilujeng Fitriana Normalitasari	Medianya sangat mengenakan untuk belajar.
17	Yuni Ariska Prihatin	Sangat baik bu.

APPENDIX 7
STUDENTS' LEARNING MOTIVATION MEASUREMENT

- a. The Recapitulation Results of Students' Learning Motivation Before Learning
Using Accounting Snake and Ladder Media
- b. The Recapitulation Results of Students' Learning Motivation After Learning
Using Accounting Snake and Ladder Media

Appendix 7.a. The Recapitulation Results of Students' Learning Motivation Before Using Accounting Snake and Ladder

Data Hasil Angket Motivasi Belajar Sebelum Pembelajaran
Siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel Tahun Ajaran 2016/2017
Tanggal 06 Maret 2017

No.	Nama	No. Indikator																											Jml
		1			2			3			4					5					6								
		No. Pernyataan																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
1	Agil Melinda M	5	5	5	5	4	3	3	4	4	5	5	5	5	4	5	4	4	4	4	3	4	5	3	4	4	5	4	115
2	Ardyanti Velma A	5	5	5	4	4	3	4	4	3	5	4	5	4	5	5	5	4	4	5	3	5	5	3	5	5	5	4	118
3	Azizah Imroatu N	4	4	5	3	3	3	4	4	5	4	5	4	5	4	5	4	4	4	4	3	3	4	3	4	4	5	4	108
4	Eni Cahyaningsih	5	4	4	4	4	2	4	3	3	5	5	5	5	5	5	5	3	5	4	3	4	4	1	4	5	5	4	110
5	Erma Anggraini	5	5	5	4	5	5	3	3	3	4	5	5	5	4	4	3	5	5	5	4	5	4	2	5	4	4	4	115
6	Hilda Sagita Y	5	5	4	5	5	3	4	4	3	5	5	5	5	5	5	5	4	5	5	3	5	5	3	5	5	5	5	123
7	Lambang Eri S	5	5	4	4	3	5	4	5	5	4	5	4	5	4	5	5	4	4	4	5	4	4	5	4	4	5	5	120
8	Linda Suprihatin	5	4	4	3	3	3	4	3	4	5	5	5	5	4	4	4	2	1	3	3	4	4	2	5	3	4	4	100
9	Octavia Dyah P	4	4	5	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4	5	3	4	4	3	4	5	4	4	115
10	Puji Lestari	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	4	5	4	4	5	4	5	2	4	4	5	4	119
11	Rini Nur I	5	4	5	4	4	3	4	3	3	5	5	4	5	5	5	4	4	3	4	3	4	5	3	5	4	5	4	112
12	Riska W	5	4	4	4	4	3	4	3	2	4	5	4	5	4	4	4	3	4	4	5	4	4	4	4	4	4	4	107

No.	Nama	No. Indikator																											Jml
		1			2			3			4						5						6						
		No. Pernyataan																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
13	Septi Dwi L	5	4	4	4	4	3	4	4	3	5	5	5	5	5	4	5	4	5	3	4	5	3	4	5	4	5	4	116
14	Siti F	4	4	4	4	5	3	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4	3	4	4	4	3	110
15	Syifa Ananda M	5	4	3	3	3	2	3	3	4	4	5	4	4	4	4	4	4	3	4	3	4	4	2	4	3	4	3	97
16	Wilujeng Fitriana N	4	4	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	2	4	4	3	4	4	4	4	103
17	Yuni Ariska P	4	4	5	5	4	4	4	4	5	5	5	5	5	5	5	3	5	5	5	5	5	4	3	5	5	5	4	123
Jumlah		79	73	74	68	67	57	65	64	63	79	83	79	82	76	79	72	66	67	73	60	71	74	48	74	72	77	69	1911
Persentase Tiap Pernyataan (%)		92,94	85,88	87,06	80,00	78,82	67,06	76,47	75,29	74,12	92,94	97,65	92,94	96,47	89,41	92,94	84,71	77,65	78,82	85,88	70,59	83,53	87,06	56,47	87,06	84,71	90,59	81,18	83,27

$$\text{Motivation score before using Accounting Snake and Ladder} = \frac{\text{Motivation Result Score}}{\text{Maximum Score}} \times 100\%$$

$$= \frac{1911}{17 \times 5 \times 27} \times 100\% = \mathbf{83.27\%}$$

Appendix 7.b. The Recapitulation Results of Students' Learning Motivation After Using Accounting Snake and Ladder

Data Hasil Angket Motivasi Belajar Setelah Pembelajaran
Siswa kelas X Akuntansi SMK Muhammadiyah 1 Tempel Tahun Ajaran 2016/2017
Tanggal 31 Maret 2017

No.	Nama	No. Indikator																										Jml	
		1			2			3			4					5					6								
		No. Pernyataan																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		27
1	Agil Melinda M	5	5	5	5	4	3	5	4	4	5	5	5	5	5	4	5	4	5	3	4	5	3	4	5	5	4	121	
2	Ardyanti Velma A	5	4	4	4	4	3	4	4	3	5	5	5	5	5	4	4	4	4	5	3	4	4	2	5	4	4	4	111
3	Azizah Imroatu N	4	4	5	4	4	3	4	4	3	4	5	5	5	5	5	5	4	4	5	3	4	5	2	4	4	5	5	114
4	Eni Cahyaningsih	5	5	5	5	4	3	4	3	4	5	5	5	4	5	5	5	3	5	5	3	5	5	2	4	5	5	5	119
5	Erma Anggraini	5	5	5	4	5	4	4	4	5	5	4	4	5	4	4	4	5	4	5	5	5	5	3	5	5	5	4	122
6	Hilda Sagita Y	5	5	5	5	4	4	4	4	5	5	5	5	5	5	5	4	4	5	5	3	5	5	3	5	5	5	4	124
7	Lambang Eri S	5	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	4	4	5	5	125
8	Linda Suprihatin	4	5	4	3	3	4	3	4	4	4	5	5	4	5	4	4	4	5	5	3	4	4	2	4	4	4	4	108
9	Octavia Diah P	4	4	4	4	5	4	4	4	4	5	5	5	5	5	4	5	4	4	5	4	4	4	3	4	5	4	4	116
10	Puji Lestari	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	3	5	5	5	4	123
11	Rini Nur Indahsari	4	4	5	5	4	3	4	4	3	5	5	5	5	5	5	5	5	4	4	3	5	5	3	4	4	5	4	117
12	Riska W	4	4	4	4	4	3	4	4	4	4	5	5	5	5	4	4	4	4	4	3	4	4	3	4	4	4	4	109
13	Septi Dwi Lestari	4	4	4	4	5	3	4	4	4	5	5	5	5	5	5	5	4	5	5	3	4	4	3	4	4	5	5	117

No.	Nama	No. Indikator																											Jml
		1			2			3			4					5					6								
		No. Pernyataan																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
14	Siti F	4	4	4	4	4	3	4	4	3	4	4	4	4	5	5	4	4	4	3	4	4	3	4	4	5	3	106	
15	Syifa Ananda M	5	4	4	5	4	3	3	4	4	4	4	5	5	5	4	4	5	4	4	4	4	4	3	4	4	4	4	111
16	Wilujeng F N	4	4	4	5	4	3	4	4	3	5	5	5	5	5	5	5	4	4	4	3	4	4	3	4	5	4	4	113
17	Yuni Ariska P	5	5	5	5	5	3	4	3	3	5	5	5	5	5	5	4	4	5	5	3	5	5	1	5	5	5	4	119
Jumlah		76	75	75	74	71	57	67	68	66	80	82	83	82	83	79	76	72	74	79	59	74	77	47	73	76	79	71	1975
Persentase Tiap Pernyataan (%)		89,41	88,24	88,24	87,06	83,53	67,06	78,82	80,00	77,65	94,12	96,47	97,65	96,47	97,65	92,94	89,41	84,71	87,06	92,94	69,41	87,06	90,59	55,29	85,88	89,41	92,94	83,53	86,06

Motivation score after using Accounting Snake and Ladder = $\frac{\text{Motivation Result Score}}{\text{Maximum Score}} \times 100\%$

$$= \frac{1975}{17 \times 5 \times 27} \times 100\% = \mathbf{86.06\%}$$

APPENDIX 8
DOCUMENTATION

- a. Research Permit
- b. Certificate Has Been Conducted Research
- c. Documentation

Appendix 8.a.(1). Research Permit in SMK Muhammadiyah 2 Yogyakarta



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
 Jalan Sultan Agung 14, Telepon (0274) 375917, Faks. (0274) 411947, Yogyakarta 55151
 e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI/TESIS

No. : 163/REK/III.4/F/2017

Setelah membaca surat dari : **Fakultas Ekonomi Universitas Negeri Yogyakarta.**
 No. : 2351/UN34.18/LT/2017 Tgl. : 22 Februari 2017
 Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari Kamis tanggal
26 Jumadil Awwal 1438 H, bertepatan tanggal 23 Februari 2017 yang salah satu agenda
 sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami
 memberikan izin kepada:

Nama Terang : **EPI NURYANTI** NIM. 13803241056
 Pekerjaan : Mahasiswa pada prodi Pendidikan Akuntansi Universitas Negeri
 Yogyakarta
 alamat Jl. Colombo No.1 Yogyakarta
 Pembimbing : **Abdullah Taman, S.E.Ak., M.Si, C.A**

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi:

Tentang : **THE DEVELOPMENT OF SNAKE AND LADDER AS A LEARNING MEDIA
 IN SPECIAL JOURNAL MATERIAL TO IMPROVE STUDENT
 MOTIVATION OF CLASS X ACCOUNTING SMK MUHAMMADIYAH 1
 TEMPEL ACADEMIC YEAR 2016/2017.**

Lokasi : **SMK Muhammadiyah 2 Yogyakarta**
 dengan ketentuan sebagai berikut:

1. Menyampaikan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan mematuhi ketentuan-ketentuan yang berlaku di sekolah/tersebut.
3. Wajib memberi laporan hasil penelitian/praktek kerja/observasi dalam bentuk CD kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Perserikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipatuhi ketentuan-ketentuan tersebut di atas.

MASA BERLAKU (TIGA) BULAN :
24-02-2017 sampai dengan 24-04-2017

Tanda tangan Pemegang Izin,

Epi Nuryanti

Yogyakarta, 24 Februari 2017

Ketua,


Dr. H. Ariawan, M.Si, Ph.D
 NBM. 820.325


Sekretaris,


Hana S.Pd, M.Eng
 NBM. 728.558

Tembusan:

1. PDM Kota Yogyakarta.
2. Wk.Dekan I FE UNY
3. Kepala SMK Muh. 2 Yk

Appendix 8.a.(2). Research Permit in SMK Muhammadiyah 1 Tempel

 **KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI**
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS EKONOMI
Alamat : Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 554902, 586168 pesawat 817, Fax (0274) 554902
Laman: fe.uny.ac.id E-mail: fe@uny.ac.id

Nomor : 2114/UN34.18/LT/2016
Lamp. : 1 Bendel Proposal
Hal : Ijin Penelitian

30 Nopember 2016
08562379230


Yth. Kepala Sekolah SMK Muhammadiyah 1 Tempel
Jl. Gendol KM 0,5 Sangrahan, Tempel, Sleman, DIY

Kami sampaikan dengan hormat, bahwa mahasiswa tersebut di bawah ini:

Nama	: Epi Nuryanti
NIM	: 13803241056
Program Studi	: Pendidikan Akuntansi - S1
Judul Tugas Akhir	: Development of Snake and Ladder Game As A Learning Media in Special Journal to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017
Tujuan	: Memohon ijin mencari data untuk penulisan Tugas Akhir Skripsi
Waktu Penelitian	: Rabu, 30 Nopember 2016 s.d. Minggu, 30 April 2017

Untuk dapat terlaksananya maksud tersebut, kami mohon dengan hormat Bapak/Ibu berkenan memberi izin dan bantuan seperlunya.

Demikian atas perhatian dan kerjasamanya kami sampaikan terima kasih.

Wakil Dekan I

Prof. Sukirno, S.Pd., M.Si., Ph.D.
NIP. 196604141994031002

Tembusan :
1. Sub. Bagian Pendidikan dan Kemahasiswaan ;
2. Mahasiswa yang bersangkutan.

Appendix 8.a.(3). Research Permit from SMK Muhammadiyah 1 Tempel



MUHAMMADIYAH MAJELIS DIKDASMEN
SMK MUHAMMADIYAH 1 TEMPEL
Terakreditasi "A"

Kompetensi Keahlian Administrasi Perkantoran Akuntansi, Tata Busana
Alamat Sanggrahan Tempel, Sleman, Yogyakarta 55552 ☎ 08112650222
Email: smkmuh1.tempel@gmail.com

No. : E-6/173/XII/2016
Hal : Ijin Penelitian

Tempel, 4 Desember 2016

Kepada Yth.
Dekan Fakultas Ekonomi
Universitas Negeri Yogyakarta
Di tempat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Puji syukur kami panjatkan kehadiran Allah SWT yang telah melimpahkan Rahmat dan HidayahNya kepada kita semua aamiin.

Menindaklanjuti surat dari Fakultas Ekonomi Universitas Negeri Yogyakarta No : 2114/UN34.18/LT/2016 tertanggal 30 November 2016 perihal Permohonan Ijin Penelitian mahasiswa :

Nama : EPI NURYANTI
NIM : 213803241056
Prodi : Pendidikan Akuntansi S1
Judul Tugas Akhir : Pengembangan Permainan Ular Tangga sebagai Media Pembelajaran pada Materi Jurnal Khusus untuk Meningkatkan Motivasi Belajar Siswa Kelas X program Keahlian Akuntansi SMK Muhammadiyah 1 Tempel Tahun Ajaran 2016/2017

pada dasarnya kami tidak keberatan mahasiswa tersebut di atas melakukan penelitian di SMK Muhammadiyah 1 Tempel dengan ketentuan selama melaksanakan penelitian selalu mentaati peraturan yang berlaku di SMK Muhammadiyah 1 Tempel. Adapun pelaksanaan menyesuaikan dengan jadwal.

Demikian atas perhatian dan kerjasamanya kami ucapkan terima kasih.

وَالْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ



Kepala Sekolah,

ZANROH KHOMSIYATI, S.Pd.
NPM. 101.9383

Appendix 8.b. Certificate Has Been Conducted Research



MUHAMMADIYAH MAJELIS DIKDASMEN
SMK MUHAMMADIYAH 1 TEMPEL
Terakreditasi "A"

Kompetensi Keahlian Administrasi Perkantoran Akuntansi, Tata Busana
Alamat Sanggrahan Tempel, Sleman, Yogyakarta 55552 ☎ 08112650222
Email: smkmuh1.tempel@gmail.com

SURAT KETERANGAN

Nomor : E-6/286/III/2017

Yang bertanda tangan di bawah ini :

N a m a : ZAHROH KHOMSIYATI, S.Pd.
NBM : 101.9383
Jabatan : Kepala Sekolah
Unit kerja : SMK MUHAMMADIYAH 1 TEMPEL

Menerangkan bahwa :

N a m a : EPI NURYANTI
NIM : 13803241056
Prodi : Pendidikan Akuntansi S1
Perguruan Tinggi : Universitas Negeri Yogyakarta

Yang bersangkutan benar - benar telah melaksanakan penelitian di SMK Muhammadiyah 1 Tempel dengan judul " *Development of Snake and Ladder Game As A Learning Media in Special Journal to Improve Student Motivation of Class X Accounting SMK Muhammadiyah 1 Tempel Academic Year 2016/2017* " .

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.



Tempel, 31 Maret 2017
Kepala Sekolah

Zahroh Khomsiyati
ZAHROH KHOMSIYATI, S.Pd.
NBM. 101.9383

Appendix 8.c. Documentation



Siswa Mengisi Angket Motivasi Belajar
Sebelum Pembelajaran



Pelaksanaan Uji Coba Kelompok Kecil



Pelaksanaan Uji Coba Lapangan



Pendamping Membantu Keberlangsungan
Uji Coba Kelompok Kecil



Siswa Mengisi Angket Motivasi Belajar
Setelah Pembelajaran



Pemberian Hadiah Para Pemenang